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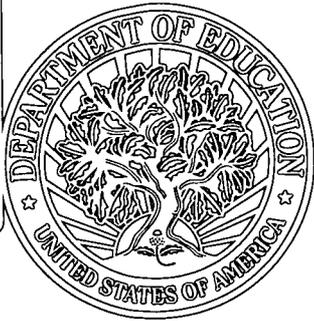
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IDENTIFIERS National Center for Research Vocational Education

ABSTRACT

This document, which is intended for teachers, program directors, researchers, businesspeople, and students, is an annotated bibliography of more than 600 programs and resources that were developed with funds from the Office of Vocational and Adult Education in fiscal years 1987-1998. The document is divided into two parts. Part 1 is a summary of the programs, products and materials, and training services developed by grantees or contractors. Within part 1, projects and materials are listed by program as follows: Bilingual Vocational Training Program; Community Education Employment Centers; Correctional Education; Indian Vocational Education Program; Integration of Vocational and Academic Learning Program; National Center for Research in Vocational Education; National Workplace Literacy Program; Native Hawaiian Vocational Education Program; New Urban High School; School-to-Work Cooperative Demonstration Projects; Skill Standards (Business and Education Standards Program); and Tribally Controlled Postsecondary Vocational Institutions Program. Each section begins with a program overview containing the following: program's primary objective(s) and major activities; award period; participating groups and/or organizations; information about additional funding and contact person(s). Each summary provides the federal and project contract, award period, and a website address (where available). Part 2 lists some programs or organizations that fund and/or disseminate similar information. (MN)



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Washington, D.C.

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ANNOTATED BIBLIOGRAPHY
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PRODUCTS/MATERIALS

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Office of Vocational and Adult Education
U.S. Department of Education

July 1998

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Introduction

A high-performance workforce requires a high-performance education system. This publication summarizes the Office of Vocational and Adult Education efforts in this direction.

The Office of Vocational and Adult Education, through the Division of National Programs, has been supporting the design and delivery of high-performance education that is linked to the workplace. Within these pages are abstracts of more than 600 programs and resources developed with funds from the Office of Vocational and Adult Education covering fiscal years 1987-1998. They include such products as: research studies conducted by the National Center for Research in Vocational Education; occupational skill standards (developed through an education-labor-business partnership) which identify what workers must know and be able to do; specific curriculums that demonstrate the integration of high academics within a vocational specialty; and unique classroom materials that have been used in the "real world." The materials are designed and produced in a variety of formats reflecting the changes that have occurred in the last ten years: some products are produced and distributed on video, others on CD-ROM and many are available on the World Wide Web.

This publication is divided into two parts. Part I provides a summary of the programs, products/materials, and/or training services developed by the grantee(s) or contractor(s). Each summary provides the federal and project contact, award period, and website (where available). Part II lists some programs or organizations that fund and/or disseminate similar information.

Whether you are a teacher, program director, researcher, businessperson, or student, you may find that the solution to your needs has already been developed and is available for you with just a phone call or E-mail request. These products should serve as valuable resources to promote productivity and contribute to the development of a workforce prepared for the 21st century.

PART I

PROGRAMS AND PRODUCTS/MATERIALS ABSTRACTS

BILINGUAL VOCATIONAL TRAINING PROGRAM

BILINGUAL VOCATIONAL TRAINING PROGRAM

The Bilingual Vocational Training Program provided financial assistance to projects which offered instruction in occupational skills and job-related English as a second language to adults and out-of-school youth. Project activities prepared individuals for jobs in specific occupations (ex: carpentry, clerical, and nursing assistant), or new provisions were made for the needs of students with limited Spanish proficiency. Programs were designed to help participants achieve year-round employment, adjust to changing manpower needs, expand their range of skills or advance in employment.

State agencies, local education agencies, postsecondary education institutions, private nonprofit vocational training institutions and other nonprofit organizations serving individuals who normally use a language other than English were eligible to apply.

No additional funding was appropriated for this program.

For further information, contact:

William Moser, Program Officer
Bilingual Vocational Training Program, DNP/OVAE
U.S. Department of Education
Switzer Building, Room 4522
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-8377
(202) 205-8793 (Fax)
william_moser@ed.gov

BILINGUAL VOCATIONAL TRAINING PROGRAM

Compendium of Bilingual Vocational Education (BVE) Program Practices, C. P. Whitten, C. R. Mitchell, 1997. This compilation references projects funded by the Office of Vocational and Adult Education from 1990 through 1996. The compendium includes legislative history, program descriptions and program highlights. The highlights are arranged into nine categories: Recruitment/Intake, Curriculum/Program Design, Personal and Career Counseling, Job Development and Placement, Linkage, Program Management, Staff Development, Identified Barriers, and Evaluation Activities. Contact: C.P. Whitten & Associates, 4710 Derussey Parkway, Chevy Chase, Maryland 20815, Telephone: (301) 951- 0337, Fax: (301) 951-0337, Award Period: March 1996-June 1997.

Evaluation Guide for Bilingual Vocational Training (BVT), H. L. Fleischman, G. C. Hansberry, C. Rivera, 1987. This guide assists individual projects with improving their approach to program evaluation. At the local level, there is a need to obtain more comprehensive data to better assess effectiveness and to improve program planning and management. The guide presents an overall framework which can be used by local Bilingual Vocational Training project staff and evaluators to help establish the scope of their evaluation and to give direction to projects in meeting local evaluation needs. There is also a need for standardized data which can be aggregated across a group of projects to present an overall picture of a state or federally funded program. The standardized data can then be used for planning, policy, and management. The BVT Statistical Report provides a mechanism for the latter purpose. Contact: Development Associates, Inc., 1730 North Lynn Street, Arlington, Virginia 22209, Telephone: (703) 276-0677.

Successful Strategies for Funding your program, Bright and Associate, Yellow Cat Production. This 31- minute video spotlights national educators and business leaders sharing their knowledge about the intricacies of funding projects and programs. The speakers discuss such issues as: focusing your program; matching program goals to corporate partners; the project directors process for selecting funding partners; what a presentation to a perspective partner should include and exclude; the availability of financial support; and the logistics of whether program integrity must be compromised when seeking external partners. Also, included with the video are the following:

(1) **Discussion guide:** This portion of the package is designed to assist discussion of issues presented in the video. It is intended to begin the process of evaluating a project or program's search for funding. The video and discussion guide may be used by new projects or established programs.

(2) **Bibliography:** A list of resources referenced in the video or used by staff.

(3) **Biographies:** Individuals seen on cameras. Contact: Bright and Associates, 4600 Duke Street, Suite 420, Alexandria, VA 22304, Telephone: (703) 823-6522, Award Period: August 1994-September 1996.

BILINGUAL VOCATIONAL TRAINING PROGRAM

Working with the private Sector: Breaking Bread with the Big Boys, 1990. This volume presents techniques employed by the bilingual vocational training program at the Career Resources Development Center in San Francisco. It explains how to solicit financial, material, and consultative support to the business community. The text covers how to involve private sector partners and offers tips to motivate them. Sample letters and forms, and references, are also included. Contact: Ms Denise McCarthy, Career Resources Development Center, 655 Geary Street, San Francisco, California 94102, Telephone: (415) 775-8880, Fax: (415) 775-1748.

COMMUNITY EDUCATION EMPLOYMENT CENTER

COMMUNITY EDUCATION EMPLOYMENT CENTERS

The Community Education Employment Centers were established to provide comprehensive vocational-technical education, in small class size settings. It catered to youth in urban and rural areas that have a high concentration of low-income families. Centers were organized into one or more programs specializing in different areas of study of particular interest and employment opportunities for the student population. They operated on an extended-year and extended-day basis, and provided youth with the education, skills, and enrichment necessary to ensure graduation from secondary school and transition from secondary school to postsecondary school or employment.

Community Education Employment Centers were established in Covington, Georgia; Poplar, Montana; Dix Hills, New York; New York, New York; and Cheney, Washington. Technical assistance and program improvement services were provided to each Community Education Employment Center by the Northwest Regional Educational Laboratory in Portland, Oregon.

No additional funding was appropriated for this program.

For further information, contact:

Paul Geib, Program Officer
Community Education Employment Centers, DNP/OVAE
U.S. Department of Education
Switzer Building, Room 4528
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-9962
(202) 205-8793 (Fax)
paul_geib@ed.gov

COMMUNITY EDUCATION EMPLOYMENT CENTERS

Career Exploration Guide for Staff (developed in collaboration with Jobs for the Future). This guide describes how to set up career explorations, covering everything from liability to logistics, from placement to parental consent. Useful tools in the staff guide include a sample learning agreement, an insurance and liability fact sheet reflection exercises, and much more. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503)275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Career Exploration Guide for Students (developed in collaboration with Jobs for the Future). This 16-page Student Guide leads students through the actions they need to take before, during, and after a career exploration. For example, sample interview questions are provided, as are prompts for the following: (1) “observing” how academic and SCANS skills are used; (2) “noticing” qualities about the work environment, such as “Do you see people of different racial and ethnic backgrounds working in a variety of jobs, from entry-level to top management?” and (3) “examining” how employees use transferable skills, such as acquiring and evaluating data, working on teams, or serving customers. Also included are reflection questions, suggestions for a thank you letter and guidance for evaluation of the experience. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Employer Recruitment and Orientation Fact Sheet. This fact sheet provides answers to questions employers commonly ask about topics such as insurance, liability, confidentiality, child labor laws, union involvement. Each ready-to-use Fact Sheet, is packaged separately for easy reproduction and can be used in a variety of ways for recruitment and orientation activities. Case highlights found in the page margins present real life situations that illustrate the issues discussed on the Fact Sheet. For example, on the topic, “How can an employer recruit employees to work with students?” the case highlight describes how a company that was initially unsuccessful in recruiting job shadow hosts decided to recruit parents who have children enrolled in the school. These parent-employees then volunteered to recruit their co-workers. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Employer Recruitment and Orientation Guide (developed in collaboration with Jobs for the Future). This guide, based on the success of schools nationwide, offers strategies and tips for getting employers involved in various work-based learning activities ranging from two-hour trips to 12 months extensive learning projects. It includes the nuts and bolts of recruiting and orienting employers, roles and responsibilities of partners, and a handy glossary of terms. Separately

COMMUNITY EDUCATION EMPLOYMENT CENTERS

packaged are 15 camera-ready fact sheets that answer employer questions about subjects such as insurance, liability, confidentiality, child labor laws, union involvement, and the different types of work-based learning. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Integrated Learning Project Student Planning Guide. This guide contains numerous examples and probe questions to spark students' creativity and provide ample guidance. Getting started is often the most difficult task. Students are provided with questions in the margins to help them in brainstorming ideas. What things would you like to change in your community? What do you think you will learn from the people at your workplace? Because students may not be aware of all the various products that could result from their projects, some ideas presented in the guide include a screenplay, scale model, petition, map with legend, totem pole, mural, debate, fable, poem, or city council testimony. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Integrated Learning Project Teacher Reference Guide. This project consists of a step-by-step planning tool to work with students to organize rigorous projects that connect school-to-work and work-based learning, and a "toolbox" of ideas on how to design projects that integrate students' interests, work site skills/knowledge, and rigorous learning objectives. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Job Shadow Guide for Staff (developed in collaboration with Jobs for the Future). This guide details the logistics of coordinating job shadow experiences, including orienting partners, placing students at work sites, and connecting the job shadow with learning in school. Useful tools in the staff guide include fact sheets, consent forms, and reflection exercises. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Job Shadow Guide for Students (developed in collaboration with Jobs for the Future). This 10 page Student Guide contains activities to structure each stage of the job shadow. During a job shadow, a student spends time one-on-one with an employee observing daily activities and asking questions about the job and industry. Students complete written assignments before, during, and

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after the job shadow to help them understand and reflect on what they see, hear, and learn at the workplace. For example, students are asked to reflect on their job shadow experience by answering a series of questions such as: What are the three most interesting things about your job shadow? What was something that surprised you? What did you like least? Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Learning in the Community: From A to Z. A reference guide to the basic concepts and issues associated with community-based learning, with a special emphasis on work-based learning. Written in a user-friendly, easygoing style, this handbook assists staff, and community partners who need examples to answers specific questions such as, “Can rural towns do this?” or “Why do so many students want to visit a veterinarian?” While defining current buzz words and acronyms using plain language, the guide also gives the big picture about successful ways students of all ages can learn using nontraditional resources in their local community. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204 - 3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Learning Site Analysis Form (Master copy). An easy-to-use instrument to identify the knowledge and skills a student can learn in the community. The Analysis Form can then be used by school staff and employers to design activities that integrate work site and classroom learning. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Learning Site Reference Form Guide. This guide is designed to help school staff effectively use the 10 page LSAF (Learning Site Analysis Form) (pronounced “EL Saf”) and apply its results to structure and implement high-quality work-based learning experiences for students. Presented in an interview format, an LSAF takes roughly one-hour to complete and yields an inventory of skills used in a specific job, describes the characteristics of the workplace, and identifies applications of academic subjects at the place of work. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Survival Skills: A Guide to Making it on Your Own. This guide offers a set of suggested skills teachers and students from across the nation have identified as critical. These skills fall into community participation, and self-awareness. The guide describes strategies for recruiting

COMMUNITY EDUCATION EMPLOYMENT CENTERS

community experts who “certify” that students can demonstrate the skills, and a format for guiding students through the process, from selecting a survival skill to getting certified.

Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Survival Skills: Useful Tools. This document includes fact sheets, a list of suggested survival skills, a student visualization exercise, a sample Survival Skills Activity Plan and completed sample activity plans. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

Work-based Learning in Action: Community Education Employment Centers (CEEC), Final Technical Report, 1996. This report presents a summary and analysis of 13 contract tasks completed by the Northwest Regional Educational Laboratory over the three year project period funded by the U.S. Department of Education, Office of Vocational and Adult Education. The project work, which took place between October 1993 and November 1996, included refining, expanding, and evaluating a CEEC demonstration model site in Coos Bay, Oregon; delivering technical assistance to five new CEEC sites around the country; developing seven products useful to schools interested in implementing work-based learning; and disseminating those products. The task-by-task narrative is followed by a results and conclusions section focusing on issues and implications for national technical assistance initiatives and implications for local systemic change. Contact: The Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204-3597, Telephone: (503) 275-9519, Fax: (503) 275-0453, Website: hwrel.org/edwork, Award Period: October 1993-November 1996.

CORRECTIONAL EDUCATION

CORRECTIONAL EDUCATION

The Office of Correctional Education (OCE) provides technical assistance to states, localities, and correctional institutions and shares information on correctional education. The office administers the following grants:

LIFE SKILL FOR STATE AND LOCAL PRISONERS PROGRAM

This program provides grants to establish programs designed to reduce the recidivism through the development and improvement of life skills for reintegration into society. Thirteen grants were awarded in 1997 for a three-year grant period.

GRANTS TO STATES FOR WORKPLACE AND COMMUNITY TRANSITION TRAINING FOR INCARCERATED YOUTH OFFENDERS PROGRAM

These programs will assist and encourage incarcerated youths to acquire functional literacy, life, and job skills through the pursuit of a postsecondary education certificate, an associate, or bachelor's degree while in prison. In addition, employment counseling and other related services can be provided through these grants. ED will award these grants in the summer of 1998.

For further information, contact:

Richard Smith or Jennifer Arnold
Office of Correctional Education, DNP/OVAE
U.S. Department of Education
Switzer Building, Room 4529
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-5621
(202) 205-8793 (Fax)
richard_smith@ed.gov
jennifer_arnold@ed.gov

CORRECTIONAL EDUCATION

Choosing Life Skills: A Guide for Selecting Life Skills Programs for Adult and Juvenile Offenders, O. D. Coffey, J. F. Knoll, 1998. This publication is intended to assist correctional professionals charged with the development and implementation of life skills programming for their clients. It does so in two ways. First, it outlines a step-by-step process of product identification, evaluation, and final selection and provides some instruments for use in this process. It stresses the primary importance of basing such a selection on identified needs of a specific client population and on involving a number of professionals, even some clients, in the product review stage. Second, it lists and describes specific products in an effort to help busy correctional professionals find publishers, vendors, and selected products quickly. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202) 205-8793.

Incarcerated Students with Special Needs, Compiled by the Office of Correctional Education. This compilation of information provides insights and facts on serving incarcerated students with special needs including information on the number of offenders (with disabilities) who are receiving training. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202) 205-8793.

Is It Working? Self Help Guide for Evaluating Vocational & Adult Education Programs, H. Fleischman, 1995. Program evaluation is one of the most powerful tools available to a project manager. It can be used to assess whether a project is being implemented as planned, and to assess the extent to which stated goals and objectives are being achieved. It allows project staff to answer the question, "Are we doing for our students what we said we would?" This manual has been prepared to provide project directors and evaluators of vocational and adult education programs with suggestions and guidance for planning and carrying out such an evaluation. Contact: Development Associates, Inc., 1730 North Lynn Street, Arlington, Virginia 22209, Telephone: (703) 276-0677.

Literacy Behind Prison Walls, Educational Testing Service. This report provides profiles of the prison population from the National Adult Literacy Survey, specifically, providing an in-depth look at the literacy skills of prisoners incarcerated in state and federal prisons, by comparing them with the skills of the household population of adults. Contact: Educational Testing Service, Rosedale Road, Princeton, New Jersey 08541, Telephone: (609) 921-9000.

CORRECTIONAL EDUCATION

Pell Grants for Prisoners Facts/Commentary, Compiled by the Office of Correctional Education. A packet of information providing the facts about Pell Grants as it pertains to a student incarcerated in a Federal, State and/or local penal institutions. This packet also includes articles such as; Pell Grants for Prisoners by Jon Marc Taylor. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202) 205-8793.

Pre and Post-Release Assistance For the Incarcerated, Compiled by the Office of Correctional Education. A resource manual on: Educational Opportunities (Options/Loans/Scholarships); Student Financial Aid Handbooks; Need a Lift (To Educational Opportunities, Careers, Loans, Scholarships, Employment); Directory of Accredited Institutions; GED--The Key to Your Future; Getting A Job --Another Chance to Make It; Labor Market Information (finding job openings, getting the incarcerated hired); Job Bank; Persons with Disabilities; What Prisoners Should Know About Social Security; and other services. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202) 205-8793.

Standards for Correctional Education Programs, Compiled by the Office of Correctional Education. This document contains information focusing on standards for adult and juvenile correctional education programs. The standards have been developed entirely by and specifically for correctional educators in state and federal correctional agencies. (These standards are intended to serve and help all correctional educators to improve their current programs and practices). Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202)205-8793.

Success Stories: Life Skills Through Literature, M. McLaughlin, J. Trounstone, R. Waxler. This resource manual is designed to assist educators in using literary works as a means of stimulating classroom discussion and participation, while promoting literacy. It is intended to introduce the theory and practice of using literature as an educational tool to teach life skills to offenders and ex-offenders. The text is broken down into three separate parts, with each section authored by a different practitioner who has a unique experience using literature as a learning device. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202) 205-8793.

CORRECTIONAL EDUCATION

Survey of State Correctional Education Systems: Analysis of Data from 1992 Field Test, R. Kirshstein, C. Best, 1996. This publication represents a basic analysis of state correctional education data collected in 1992. These national summaries and state profiles provide a perspective on the nature and extent of correctional education programming across the Nation. The gaps in the state profiles speak to the challenging nature of data collection and research in correctional settings. The only thing perhaps more profound than this challenge is the need for information on correctional education efforts and their impact. Contact: Pelavin Research Institute, 1000 Thomas Jefferson Street, NW, Suite 400, Washington, DC 20007.

The Impact of Correctional Education on Recidivism Excerpts/Abstracts, 1988-1994, Compiled by the Office of Correctional Education. This compilation includes excerpts and abstracts on recidivism that shows a comparison of the impact of post-secondary education, and work experience on future criminal activity versus successful outcomes of post-release. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202)205-8793.

The Office of Correctional Education Newsletter. These newsletters provide updated information about the on-going activities of the Office of Correctional Education and other Federal correctional education activities such as, legislative news, research and evaluation, innovative practices, resources, and events. Contact: Office of Correctional Education, Division of National Programs, U. S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615 (202)205/8793.

The Role of Correctional Education: TRT 1:30:00. This video features an expert panel on: offender educational programs; life skills projects; lessons learned; program curricula; and evaluations. Contact: Office of Correctional Education, Division of National Programs, U. S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202)205-8793.

Using Correctional Education Data: Issues & Strategies, R. Kirshstein, C. Best, 1997. This handbook explores the use of data in correctional education programs. It provides information on collecting, processing and reporting data in correctional education settings. It also emphasizes the role data plays in evaluating correctional education programs. Contact: Pelavin Research Institute, 1000 Thomas Jefferson Street, NW, Suite 400, Washington, DC 20007, Telephone: (202) 944-5300.

CORRECTIONAL EDUCATION

Using Recidivism to Evaluate Effectiveness in Prison Education Programs, S. Duguid, C. Hawkey, R. Pawson, 1995. This study looks at more than the fact that "it works - it looks at what works for whom, when, why and under what circumstances." The methodology refers to the "Study of Effectiveness in Prison Education," a follow-up study of over 700 prisoner-students. Contact: Office of Correctional Education, Division of National Programs, U.S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615/(202) 205-8793.

Why Correctional Education? Compiled by the Office of Correctional Education.

A packet of information containing various articles related to the impact of correctional education for offenders. Contact: Office of Correctional Education, Division of National Programs, U. S. Department of Education, 330 C. Street, SW, Switzer Building, Room 4529, Washington, DC 20202-7242, Telephone: (202) 205-5621, Fax: (202) 401-2615.

INDIAN VOCATIONAL EDUCATION PROGRAM

INDIAN VOCATIONAL EDUCATION PROGRAM

The Indian Vocational Education Program (IVEP) supports projects that provide Indian students with education and training that develops the necessary skills for employment and prepares them for continuing education. Projects are designed to provide certificate and/or associate degree options. IVEP gives special consideration to exemplary approaches that involve, coordinate with, and encourage Tribal Economic Development Plans, as well as applications from tribally controlled community colleges.

Native American tribal organizations of tribes that are eligible to contract with the Secretary of the Interior under the Indian Self-Determination and Education Assistance Act or under the Act of April 16, 1934, any bureau-funded school offering a secondary program, or a consortium of any of the previously mentioned entities are eligible for an award under this program.

The average grant size is \$300,000 per year. The program awards about 30 grants each year. Generally, these awards support each project for two years.

The next grant competition will be held in October 1998.

For further information, contact:

Linda Mayo, Sonja Turner, Gwen Washington
Program Officers, Indian Vocational Education Program
U.S. Department of Education
Switzer Building, Room 4512
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-9353, (202) 205-9396 (202) 205-9270
(202) 205-8793 (Fax)
linda_mayo@ed.gov
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INDIAN VOCATIONAL EDUCATION PROGRAM

Alamo Navajo Tech Prep Project. This project trains students in the vocational areas of heavy equipment, automotive technology, building trades, child development, administrative assistant, natural resources, and veterinarian assistant. The project also provides training in vocational programs at regional vocational technical institutions for which articulated agreements are negotiated. Contact: Emerson Horace, Alamo Navajo School Board, Inc., P.O. Box 907, Magdalena, New Mexico 87825, Telephone: (505) 854-2609, Fax: (505) 854-2545, Award Period: December 1997-December 1999.

A Tribally Oriented Allied Health Training Program. This project trains members of ten Federally recognized tribes of Michigan in the vocational areas of pre-nursing, and medical office computer information systems at the Bay Mills Community College. Contact: Martha McLeod, Bay Mills Community College, Route 1, Box 315A, Brimley, Michigan 49715, Telephone: (906) 248-3354, Fax: (906) 248-3351, Award Period: August 1997-July 1999.

Cherokee Nation Vocational Education Project. The Cherokee Nation Vocational Education Project trains individuals for employment in business technology, construction technology, and child care occupations. The project will prepare participants for entrance into the private sector as skilled employees utilizing on-site training and life/employment skills. Contact: Londa Cox, Cherokee Nations, P.O. Box 948, Tahlequah, Oklahoma 74465, Telephone: (918) 456-0671, Fax: (918) 458-4216, Award Period: June 1997-June 1999.

Choctaw Vocational Education Project. This project delivers vocational and technical training to students in the following areas: practical nursing, registered nursing, electrical technology, office system technology, adult business and computer technology, high school business and computer technology, child development technology, hotel and restaurant management technology, carpentry and cabinet making, and manufacturing skills assembly and operation. Contact: Wayne Gibson, Mississippi Band of Choctaw Indians, P.O. Box 6010-Choctaw Branch, Philadelphia, Mississippi 39350, Telephone: (601) 650-1746, Fax: (601) 650-1747, Award Period: September 1997-August 1999.

Comanche Nation Carl D. Perkins Program. The ultimate goal of this program is the economic development of tribal members and lowering the Comanche Nation's high unemployment rate. Students train in areas such as child development, residential/commercial wiring, microcomputer hardware/software, surgical technology, and licensed practical nursing. Contact: Juanita Pahdopony, Comanche Nation of Oklahoma, P.O. Box 908, Lawton, Oklahoma 73502, Telephone: (580) 492-3791, Fax: (405) 492-4017, Award Period: August 1997-July 1999.

INDIAN VOCATIONAL EDUCATION PROGRAM

Fort Peck Community College (FPCC) Vocational Education Project. FPCC provides vocational education and training in three areas with excellent employment potential: automotive technology including commercial truck driving and heavy equipment operation/maintenance, building trades, and hazardous materials/waste management technology. The project will meet some very important tribal work force needs ensuring tribal members have employable skills. This will increase local employment and disposable income and create a climate that is conducive to the establishment of new-Indian retail and service businesses. Contact: Gar Amundson, Fort Peck Community College, Highway 2 East, Box 398, Poplar, Montana 59255, Telephone: (406) 768-5551, Fax: (406) 768-5552, Award Period: September 1997-August 1998.

Hoopa Valley Adult Vocational Program. The Hoopa Valley Adult Vocational Program provides vocational training to students in the areas of health occupations, computer information systems, natural resource technology, early childhood education, and business. Contact: Marcellene Norton, Hoopa Valley Tribe, P.O. Box 1348, Hoopa, California 95546, Telephone: (916) 625-4513, Fax: (916) 625-5444, Award Period: May 1997-April 1998.

Indian Vocational Education Project (IVEP). The Sitka Tribe of Alaska's IVEP primarily focuses on tribal members who are unemployed, underemployed or unskilled. Training opportunities through IVEP includes: business information systems, commercial drivers license, construction, cosmetology, early childhood development, medical office specialist, certified nurses aide, law enforcement, and mining. Contact: Roxanne Houston, Sitka Tribe of Alaska, 456 Katlian Street, Sitka, Alaska, 99835, Telephone: (907) 747-7355, Fax: (907) 747-7358, Award Period: July 1997-June 1999.

Inter-Tribal Council Vocational Educational Project. This project provides training in several career fields that are critical to the community. Training is provided in child care, cosmetology, industrial technology, construction technology, truck driving, auto/diesel technician, auto repair technician, secretarial/clerical, computer science, business and computer technology, medical laboratory technician, nurse's assistant, physical therapy assistant, and respiratory technician. Contact: Vivian Elliott, Inter-Tribal Council, Inc., P.O. Box 1308, Miami, Oklahoma 74355, Telephone: (918) 542-4486, Fax: (918) 540-2500, Award Period: July 1997-June 1999.

Jobs for Alaska Native Youth (JANY). The project provides vocational training in six career tracks aligned with current market needs. These tracks include: office systems, natural resources development, hospitality management, broadcast communication, small business development, and emergency medical services. Contact: Roger Sampson, Chugach School District, 9312 Vanguard Drive, Suite 100, Anchorage, Alaska 99507, Telephone: (907) 522-7400, Fax: (907) 522-3399, Award Period: August 1997-August 1999.

INDIAN VOCATIONAL EDUCATION PROGRAM

Kickapoo Nation School Vocational Training and Apprenticeship Project. The Kickapoo Nation School Vocational Program trains students in the areas of construction/building trades, business-computers, child care/education, auto mechanics and auto body, and home economic/living skills. The project also provides career counseling. Contact: Linda Weichel, Kickapoo Nation School, Kickapoo Tribe in Kansas, P.O. Box 106, Powhattan, Kansas 66527, Telephone: (913) 474-3364, Fax: (785) 474-3530, Award Period: July 1997-June 1999.

Mohican Campus and Technology Project. The Mohican Campus and Technology Project operates a state of the art computer lab of twenty-two stations in the Stockbridge-Munsee Family Center for beginning and advanced computer users. The lab is open several nights through the week and on the weekends to accommodate practice, homework, and use of the Internet and E-mail. Training is provided in the areas of: micro-computer specialist, early childhood education, hospitality and tourism, apprenticeship for carpentry, and electrical business administration. Contact: Deanna Bisley, College of the Menominee Nation, P.O. Box 1179, Keshena, Wisconsin Telephone: (715) 799-5600, Fax: (715) 799-1326, Award Period: June 1997- May 1999.

Native American Gaming Administration Program. The Native American Gaming Administration Program trains students for employment in the Indian Casino Industry, Business, Food Services, Human Resources, Management and Supervision, Public Relations, and Security and Surveillance Programs. Contact: Roy Gillaspy, Soboba Band of Mission Indians, P.O. Box 487, San Jacinto, California 92581, Telephone: (909) 654-2765, Fax: (909) 654-4198, Award Period: July 1997-June 1999.

Nez Perce Vocational Education Program (NPVEP). This project provides training in seven vocational areas. The first two of which are culturally relevant to the Nez Perce Nation: horse management, natural resources, early childhood development, hospitality, health careers, business careers, and industrial technology. Supportive services and financial stipends are available to participants who meet program requirements. Collaborative efforts between existing tribal educational programs and the NPVEP have expanded services to participants. Contact: Tona TreeTop, Nez Perce Nation, P.O. Box 365, Lapwai, Idaho 83540, Telephone: (208) 843-7363, Fax: (208) 843-7365, Award Period: June 1997-May 1999.

Northwest Indian College Vocational Training Program. The project provides vocational training to unemployed and/or low income members of the tribal service population that leads to either a certificate or an associate degree in Technical Arts in six areas of training under two major categories: Academically Integrated Occupational Training and Technically Based

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Occupational Training. The specific program areas include: early childhood education, retail training, computer technician, and maritime training. Contact: Joseph Rich, Northwest Indian College, 2522 Kwina Road, Bellingham, Washington 98226-9217, Telephone: (360) 676-2772 or (360) 384-8070, Ext. #254, Fax: (360) 715-0816, Award Period: July 1997-June 1999.

Owens Valley Adult Career Education Program. This project provides training in six vocational training areas to meet the growing demand in business, government, and the tribal sectors for more technically skilled workers. The six training areas include: certified nurses aid, gaming operations, hotel/motel management, computer application, substance abuse counselor certification, and construction trades certification. Contact: Paul W. Chavez, Owens Valley Career Development Center, 270 See Vee Lane, P.O. Box 1467, Bishop, California 93515, Telephone: (760) 873-5107, Fax: (760) 873-4107, Award Period: July 1997-June, 1999.

Pacific Northwest Technical Training Institute. The Pacific Northwest Technical Training Institute provides: (1) technical training to potential gaming dealers; (2) job retention and supervision training to tribal Gaming Dealers; (3) supervision and management training in the gaming/hospitality industries; and, (4) training the trainers in the gaming industry. Contact: H. Maureen Hoban, Tulalip Tribes, 6700 Totem Beach Road, Marysville, Washington 98271, Telephone: (360) 651-4371, Fax: (360) 651-4368, Award Period: June 1997-July 1999.

Penobscot Vocational Education Program. The Penobscot Nation Vocational Education Program provides assessment of tribal members' vocational and educational competencies, aptitudes, and interests for the purpose of guiding them toward the career path that best meets their individual needs. The program also provides training opportunities in the areas of business management, culinary arts, health care, and child care. In addition, an on-the-job training component provides training for twenty-five tribal members at the tribe's plastics manufacturing facility, Olamon Industries. Contact: Mark Sanborn, Department of Education and Career Services, Penobscot Indian Nation, 6 River Road, Indian Island, Maine 04468, Telephone: (207) 827-7776, Fax: (207) 827-2088, Award Period: June 1997-May 1999.

Pojoaque Pueblo Indian Vocational Education Program. This project provides training in pottery, stone sculpture, and silver smithing as a means of generating employment and enhancing incomes. This instruction is through hands-on, one-on-one teaching of the inter-generational teaching model based on the passing on of skills within the family. Contact: Vernon Lujan, Pojoaque Pueblo Poeh Cultural Center and Museum, Route 11, Box 27-E, Santa Fe, New Mexico 87501, Telephone: (505) 455-3334, Fax: (505) 455-0174, Award Period: June 1997-June 1999.

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Project DRIVE. Project DRIVE provides training in the following areas: hotel/motel management, computer/office technology, building trades, casino operations, and food service for Native Americans residing on or near the Spirit Lake Reservation. Contact: Harold McCowan, Little Hoop Community College, P.O. Box 269, Fort Totten, North Dakota 58335, Telephone: (701) 766-1305, Fax: (701) 766-4077, Award Period: January 1998-December 1999.

Project TEAMS. The Round Valley Tech Prep program sponsors students in natural resources, business, health careers, construction trades, child development, and computer/office technology. The program also provides career assessment, resources, distance education, and computer access. Contact: John Schiffen, Round Valley Tech Prep, P.O. Box 448, Covelo, California 95428, Telephone: (707) 983-1062, Fax: (707) 983-1073, Award Period: August 1997-August 1998.

Project VESP (Vocational Education Special Project). This project provides vocational training in seven vocations: building trades, technical and industrial welding, early childhood education, office and business education, accounting, marketing/management, and entrepreneurial. Project VESP also provides placement services and support services to all Vocational Technical Education students. Contact: Sheila Trottier, Turtle Mountain Community College, P.O. Box 340, Belcourt, North Dakota 58316, Telephone: (701) 477-5605, Fax: (701) 477-8967, Award Period: July 1997-June 1999.

Red Earth Institute Project. The Red Earth Institute Project provides training in hospitality and casino management, carpentry, health care, security and law enforcement entrepreneurship, computer graphics and multimedia production to qualified students. A multimedia learning resource center and career counseling are also available. Contact: Mark Steinberg, Meskwaki Enterprise Group, IVCCD Red Earth Institute Project, 1496 Highway 30 West 300, Tama, Iowa 52339, Telephone: (515) 484-3157, Fax: (515) 484-3157, Award Period: September 1995-August 1998.

Salish Kootenai College Vocational Education Program. The Salish Kootenai Vocational Education Program trains students in the areas of office education, dental assisting technology, nursing, computer science, and construction trades. Contact: Gerald Slater, Salish Kootenai College, P.O. Box 117, Pablo, Montana 59855, Telephone: (406) 675-4800, Fax: (406) 675-4801, Award Period: August 1997-July 1999.

Stone Child College Indian Vocational Education Project. This project (in coordination with the Box Elder and Rocky Boy Communities and the Chippewa-Cree Economic Development Corporation on the Rocky Boy's Reservation) provides certification and training to full-time adult learners. The career areas are business, human services, building trades, computer science,

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and secretarial science. Instruction and certification are offered through on-the-job training and classroom training. Contact: Lyle MacDonald, Stone Child College, R.R. 1, Box 1082, Box Elder, Montana 59521, Telephone: (406) 395-4313, Fax: (406) 395-4836, Award Period: June 1997-May 1998.

Technical Academic Preparation Program. This project assists Native Alaskan and American Indian students enrolled in vocational-technical certificates or associate degree programs at the University of Alaska Anchorage (UAA) achieve successful completion of their studies by offering instructional, tutorial, and academic services. Contact: Laurie Evans-Dinneen (Faculty), Cook Inlet Tribal Council, 670 W. Firewood Lane, Anchorage, Alaska 99503, Telephone: (907) 265-5908, Fax: (907) 265-5996, Award Period: October 1997-September 1999.

Vocational Education for Adults with Disabilities Project. This project provides varied, effective vocational education training work experiences to Navajo trainees. The training includes work adjustment skills training, multi-challenged training, work activities training, component assembly/packaging, vending services, food services, janitorial services training, and supported employment. Contact: Jefferson Kee, Coyote Canyon Rehabilitation Center, Inc., P.O. Box 158, Brimhall, New Mexico, Telephone: (505) 735-2261, Fax: (505) 735-2258, Award Period: September 1997-August 1999.

Vocational Education is in Our Circle Project. This project supplies students with academic and vocational training in applied math, applied physics, automotive technology, keyboarding, accounting, computer applications, entrepreneurship, construction trades, graphics arts, and television production. Contact: Susan Longstreth, Chief Leschi School, 5625 52nd Street E., Puyallup, Washington 98373, Telephone: (253) 840-7483, Fax: (253) 445-2352, Award Period: May 1996-April 1998.

Vocational Technical Education Program. The Vocational Technical Education Program train students in the areas of carpentry, construction technology, business management, small business management, and natural resources. Contact: Carol Murray, Blackfeet Community College, P.O. Box 819, Browning, Montana 59417, Telephone: (406) 338-7755, Fax: (406) 338-5454, Award Period: June 1997-June 1999.

Vocational Training and Employment Coalition Project. This project has a Vocational Training and Employment Coalition (VoTEC) consisting of strong collaborative partnerships involving four colleges, Indian organizations, employers, and over 30 related programs. Contact: Ernie C. Salgado, Ahmium Education, Inc., 701 W. Esplanade Avenue, Suite F, San Jacinto, California 92582, Telephone: (909) 654-2781, Fax: (909) 654-3089, Award Period: May 1997- April 1999.

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Washoe Heavy Equipment Training Program. This project provides training in the operation of heavy equipment, e.g., bulldozers, graders, backhoes and small cranes. Students are also provided training to become certified as commercial truck drivers. Contact: Wayne Pudwill, Washoe Tribe of Nevada and California, Heavy Equipment Training Program, 919 Highway 395 South, Gardnerville, Nevada 89410, Telephone: (702) 265-5932, Fax: (702) 265-6240, Award Period: June 1997-June 1999.

Wowasi Lakolyake: Work in the Lakota Way Project. Project Wowasi Lakolyake trains participants in the following areas: accounting, computer science, office technology, entrepreneurship, and carpentry. Contact: Leslie Rae Henry, Oglala Lakota College, Applied Science and Technology Department, P.O. Box 490, Kyle, South Dakota 57752, Telephone: (605) 455-2321, Fax: (605) 455-2411, Award Period: August 1997-July 1998.

**INTEGRATION OF VOCATIONAL AND ACADEMIC
LEARNING PROGRAM**

INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING PROGRAM

The Integration of Vocational and Academic Learning Program funded projects that developed, implemented, and operated programs using different models of curricula that integrated vocational and academic learning by: 1) designing integrated curricula and courses; 2) providing inservice training for teachers and administrators in integrated curricula; and 3) disseminating information regarding effective integrative strategies. Twenty projects were funded for two years under this program.

No additional funding was appropriated for this program.

For further information, contact:

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Integration of Vocational and Academic Learning Program
U.S. Department of Education
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330 C Street, S.W.
Washington, D.C. 20202-7242
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Alternative Fuels Curriculum. The curriculum paralleled the study of alternative fuels with secondary theme of transportation technology and how it has changed society and the environment. Five (5) subject area strands were identified and incorporated into each module. The strands are mathematics, science, automotive shop/technology, communication language, and transportation history. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext. 181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

Biology and Emergency Medical Technology. This booklet promotes integrated learning through reading. The booklet is divided into two parts. Part one has structured readings followed by review questions. Part two has the correct responses for the review questions and a brief explanation for each response. Contact: El Paso Community College, P.O. Box 10500, El Paso, Texas 79995-0500, Award Period: January 1995-May 1997.

Business and Education Partnerships. This book focuses on the elements of collaboration and positive, productive, successful business/education partnerships. The book includes: specific start-up basics to ensure that you start and maintain strong partnerships that produce results; instructions and samples of formal guidelines and agreements, including memos of understanding, work site training agreements, process guidelines for supervisors and students; forms, including student/parent agreements, student contracts, time cards, supervision reports, progress reports, and final performance reviews; course outlines; and individual training plans. Also, included is a bibliography of invaluable resources on integration and partnerships. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Contemporary Communications: An Integrated Approach to Teaching English. Soups to nuts! Everything you want to know about developing and teaching an integrated business and English class is included in this two-volume handbook. This senior English course addresses real world issues through quality literature. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Developing Articulated Career Pathways. This book provides a sound background and numerous examples of educational and career pathways. The book includes information on Tech Prep's 2+2+2; sample articulation plans and agreements; information on career pathways including standards, course outlines, individual training plans, and competencies correlated with SCANS; and examples of articulated pathways for Business Education, Apparel Marketing, and

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the technologies of Drafting, Construction, Electronics, and Graphic Communications. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Elementary to Post-Secondary Connecting Activities. This document provides career awareness, career exploration, and career development information and activities appropriate for the presecondary, secondary, and postsecondary levels. Also included are: (1) a substantial section on business and industry involvement, (2) a model that can be used to develop articulation agreements, and (3) a section on job development. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Guidance, Counseling, and Assessment. This book provides guidance and counseling from a career preparation perspective that will assist both professional and paraprofessional guidance staff and teachers. The document will enable each agency to assess the career guidance programs that serve the needs of all students. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships. Ohio's Work SITE Learning Model is the product of a national demonstration project for the integration of academic and vocational learning. The model is comprised of three components. (1) The Connecting Component linking the educator between the work place and the academic setting with short term worksite visits. (2) School-Based Learning Component, using information from externships to develop activities for the classroom and laboratory. (3) Work-Based Learning Component has students participating in worksite visits to reinforce academic skills necessary for success in the workplace. Contact: Joe Elk, Ohio Department of Education, Room 904, 65 South Front Street, Columbus, Ohio 43215-4183, Telephone: (614) 466-2095, Fax: (614) 644-5702, Award Period: October 1995-September 1998.

Increasing Rigor and Relevance: Linking School-To-Career, Best District Practices. This publication is designed to serve as a resource guide for school district governance teams. It was written to enable board members and superintendents to envision how the curriculum integration of academic and vocational education occurs on a districtwide level. The publication features

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information on a wide variety of school districts and their commitment to achieving the integration of academic and vocational education. Contact: California School Board Foundation, 3100 Beacon Boulevard, West Sacramento, California 95691-3483, Telephone: (916) 371- 4691 x 3077, Award Period: March 1994-February 1997.

Increasing Rigor and Relevance: The School Board Connection 1996. This publication provides board members, superintendents, and their districts with information on the elements of successful curriculum integration. The publication provides information on the concept of integrating academic and vocational curricula and the strategies boards can apply to bring about integration in their school districts. Contact: California School Board Foundation, 3100 Beacon Boulevard, West Sacramento, California 95691-3483, Telephone: (916) 371-4691 x 3077, Award Period: March 1994-February 1997.

Integrated Curriculum Handbook, Kennewick School District #17 (KSD #17). The Handbook details how to structure curriculum for an integrated program. Based on the VANGUARD (Sonoma State University) model, South Ridge High School, Kennewick, Washington, has illustrated the application of theory to curriculum integration. The initial process of evaluating current vocational and academic curriculum as a key component of integrating academics is furnished. Sample lesson plans, activities and projects are included. Job shadowing as a component is incorporated into the model. Evaluating students and their progress completes the Handbook. Contact: Mrs. D. McClary, Southridge H.S., 524 South Auburn Street, Kennewick, Washington 99336-5601, Telephone: (509) 585-3071, Website: www.ksd.org/srh, Award Period: October 1995-June 1998.

Integrating All Aspects of the Industry Across the Curriculum. This booklet is composed of work-based scenarios whose purpose is to inspire interesting and creative projects and problem solving opportunities for students. Some of the scenarios contain enough information to use as provided. Other scenarios require additional information. To the latter, either the teacher or the student must add information to create a workable project. The scenarios were created so students may work alone or in teams. Most require teacher direction. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext.181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

Integrating Mathematics in Occupational Context. This Prospectus describes one of three document series intended to help teachers interested in integrating mathematics in occupational context-based on standards of authentic instruction aligned with the National Council of Teacher of Mathematics' (NCTM) vision. The underlying belief is that all students can learn rigorous mathematical and technical content if knowledge and skills are used to solve relevant real world problems. The sample units featured represent the curriculum development

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efforts of eight teams of mathematics and technical instructors. The units reflect different approaches to integration and varying levels of NCTM standards based instruction.

Contact: Victor Hernandez, University of Wisconsin Board of Regents, Research Administration, 750 University Avenue, Madison, Wisconsin 53706-1490, Telephone: (608) 265-4578, Fax: (608) 262-9197, Website: www.cew.wisc.edu/mathNet, Award Periods: October 1995-August 1998.

Integrating Vocational and Academic Education: A Handbook Featuring Four Demonstration Sites, Including Students from Special Populations, Volume 1, 1996. This 267 page publication provides detailed descriptions of four innovative projects including a student-run entrepreneurial program. (1) The Blue Hills Manufacturing Partnership is a formally organized school-sponsored enterprise that utilizes solar powered kilns to dry lumber; (2) The Water Quality Analysis Project integrates a vocational course in natural resources with an advanced chemistry course focusing on water quality; (3) The Biotechnology Integration Project integrates microbiology, English, mathematics, technology education, and business education and (4) The Food for Thought Program, a "school within a school" approach, describes a student-run, in school breakfast program. Contact: John Gugerty, School of Education, University of Wisconsin, Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706-1796, Telephone: (608) 263-3415, Fax: (608) 353-9197, Website: cew.wisc.edu/groups/integrate.html, Award Period: January 1994-November 1996.

Integrating Vocational and Academic Education: A Handbook Featuring Three Secondary Demonstration Sites, Including Students from Special Populations, Volume II, 1997. This 300 page handbook describes the processes and techniques used to develop, implement, and evaluate integrated vocational and academic learning programs at the following three secondary school sites: (1) Falcon Enterprises is a student owned and operated business which develops, builds, and markets products. All curriculum disciplines are involved in the integration process and in Falcon Enterprises; (2) Health Connections integrates science, business communication arts, and physical education into the health curriculum. An extensive advisory committee helps students explore health career; and (3) LACE: Language Acquisition through Career Education helps English as a second language and other special population students explore career opportunities through integrated vocational and academic curricula. Contact: John Gugerty, School of Education, University of Wisconsin, Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706-1796, Telephone: (608) 263-3415, Fax: (608) 353-9197, Award Period: January 1994-November 1996.

Integrating Vocational and Academic Education: A Handbook Featuring Two Technical College Demonstration Sites, Including Students From Special Populations, Volume III, 1997. This 200 page handbook describes two integrated vocational and academic programs at the postsecondary level. One is a pre-technical course and the other is a learning program for an

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associate degree. (1) Tools for Success in Industrial Occupations is a pre-technical applied and integrated course curriculum that includes technical preparation in math, science, and communications. The course is designed to help at-risk students with limited pre-technical skills see the connection between vocational and academic and relate school to work; and (2) Developing an Integrated Vocational Academic Learning Plan for an Associated Degree Mechanical Design Program. This is an integrated vocational and academic learning plan for the Associate Degree Mechanical Design Program that brings together academic and occupational faculty, support personnel, and representatives from business and industry in an effort to increase overall student success. A TREK bicycle serves as common project. Contact: John Gugerty, School of Education, University of Wisconsin, Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706-1796, Telephone: (608) 263-3415, Fax: (608) 353-9197, Award Period: January 1994-November 1996.

Integration of Academic and Career Learning Handbooks: Integrated Activities Volume I.

This book focuses on developing integrated curriculum. The introduction includes an instructional guide and a template for writing integrated activities, and a listing by discipline, author, and titles. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Integration of Academic and Career Learning Handbooks: Integrated Activities Volume II.

This book contains lesson plans for secondary and postsecondary settings. Lessons integrate oral or written communication skills with a variety of vocational skills. Vocational skills include, but are not limited to, using specific application software (word processing-graphics and database), film processing or applying career exploration strategies and ethics exploration. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Integration of Academic and Career Learning Handbooks: Integrated Activities Volume

III. This book contains lesson plans principally for secondary students. Post secondary settings are addressed in two lessons. Lessons integrate oral or written communication skills and scientific knowledge with a variety of vocational skills. Vocational skills include but are not limited to using specific application software, medical testing equipment, scheduling and record keeping strategies or applying career exploration strategies. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-January 1997.

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Integration of Academic and Career Learning Handbooks: Integrated Activities Volume IV. This book contains lesson plans for secondary and postsecondary settings. Lessons integrate oral or written communication skills with a variety of vocational skills. Vocational skills include, but are not limited to, using specific application software, sophisticated electronics, or in applying career exploration strategies. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Integration Showcase Descriptions. These two booklets include descriptions of forty academic and vocational integration projects that were displayed and demonstrated at annual Integration Showcase in 1996 and 1997. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext. 181, Fax: (617) 635-9831, Award Period: October 1995-September 1999.

Literature Review. This document provides a jump start on what's happening in integration. Part One includes a research document entitled, "A Study of the Need to Include Business/Education Partnerships in the Integration of Academic and Vocational Learning Programs," by Dr. Laura Adler. Part two contains numerous integration resources and references to provide a foundation for school-to-career decisions. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997

Los Angeles Metropolitan Transportation Authority Mentor Handbook, 1996. This handbook is designed to serve as a guide for mentors of student volunteers. The publication features the do's and don't of being an effective mentor. Contact: Naomi Nightingale, The Los Angeles County Metropolitan Transportation Authority, One Gateway Plaza, Los Angeles, California 90012, Telephone: (213) 922-5256, Fax: (213) 922-5259, Award Period: February 1994-February 1998.

Ninth Grade Mentoring Guide. This guide is designed to assist mentors in getting to know the students and discussing career awareness subjects. The guide contains five (5) mentoring units: Introduction to Team Work; Job Preparation; Future Fantasy Sheet and Preparation for Site Visit; Visit to Business, Industry or College; and Discussing Job Shadowing and Setting Short and Long Term Goals. To support the units, there are five (5) sample activities that mentors and mentees can complete during the in-school meeting time. The sixth session is an evaluation session and follow up from the job shadowing experience. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext. 181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

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Non-Traditional Assessment Strategies. This book provides specific information and sample documents to enable you to provide comprehensive career assessment for students. It includes information on the four phases of career development and assessment, assessment tools and documents, a comprehensive assessment bibliography, and more than 30 tips for success based upon the experience of the East San Gabriel Valley Regional Occupational Program's model career assessment program. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Peer Tutoring and Business Mentoring for At-Risk Students. This manual describes how to start a successful tutor/mentor program to help students, including those who are "at risk" and/or those with disabilities. The manual tells how to gain support from students, other faculty and staff, the community, the administration, and the school board. Included are strategies, examples, forms and documents needed to succeed to develop both a tutoring and a mentoring program for students. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Planning and Implementation Strategies. This integrative learning systematic approach addresses the essential processes and structures needed to plan and implement curriculum, instruction and assessment for effective school to career and integrated programs and systems. The following groups are thoroughly addressed: administrators, business, representatives, guidance staff, teachers, parents, students, and decision makers. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994 - June 1997.

Portfolio Guide, Grade 9. The Portfolio course is designed to prepare students for employment in a job market that is based on an increasingly global economy. The skills that are essential for attaining and sustaining a job have changed significantly over the past three decades. Major corporations and small businesses want team players with advanced communication skills, who can be productive in a diverse working environment. The goal of the portfolio class is to help prepare students with the communication skills necessary for success in an ever changing job market. Boston Integration Project (BIP) employed portfolios as part of the four year course work. This guide is the complete course guide for establishing a portfolio class. Major components include: communication skills (oral & written), interview with business/industry person, research skills, computer format skills, teamwork, position paper, resume, career

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development plans, collection and organization of student products from other subject areas, and reflection and self assessment work. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext. 181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

Portfolio Guide, Grade 10, 11 and 12. This companion volume to Portfolio Guide, Grade 9, develops learned skills and refines the gains made from one year to the next. Major components remain: communication skills (oral and written), interview with business/industry/person, research skills, computer format skills, teamwork, position paper, resume, career development plans, collection and organization of student products from other subject areas, and reflection and self assessment work. The emphasis in Grade 10 is development, in Grade 11, identifying and focusing, in Grade 12, refinement and use of skills. Throughout the years of course work, students discover how to integrate the major components of their learning. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext. 181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

Program Development Guide. This manual serves as a practical development guide to design, implement and evaluate an instructional program that integrates academic and vocational skills based on the SCANS competencies. It is intended primarily for persons new to the subject of integrated vocational, academic learning programs. It is organized into four sections: (1) general orientation, (2) description of the integrated learning program at El Paso Community College, (3) a step-by-step description of planning implementation and evaluation of an integrated learning program, and (4) samples of integrated instructional units. The appendices to the manual provide forms, documentation, research instruments and other relevant materials and information. Contact: El Paso Community College, P.O. Box 10500, El Paso, Texas, 79995-0500, Telephone: (915) 757-5806, Award Period: January 1995-May 1997.

Promising Practices for Connecting Schools with the Real World. This monograph describes practices for connecting high school with the real world. It also provides suggestions and ideas about specific practices that educators may use to begin the process of connecting high schools with the real world. Contact: Richard Westberry, University of South Florida, 4202 East Fowler Avenue, FAO 100U, Room 226, Tampa, Florida 33620-7750, Telephone: (813) 974-0039, Fax: (813) 974-5423, Website: www.fsu.edu/~spec-ed/spflblue.html, Award Period: November 1995-September 1998.

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School-to-Career and Curriculum Integration Briefing Points for School Board Members 1996. This booklet/brochure is designed to provide board members with an awareness and understanding of the concepts of school-to-career and curriculum integration. Contact: California Boards Foundation, 3100 Beacon Blvd, West Sacramento, California 95691-3483, Telephone: (916) 371-4691, Award Period: March 1994-February 1997.

Senior Position Project Handbook. On the high school level, a major focus involves students developing the skills to become thoughtful, life-long learners and critical thinkers. The senior project position paper addresses this goal in the educational process through deliberation and research of key questions and the production of position papers, products and oral presentations. As designed by Boston Integration Project (BIP), the senior project consists of three parts: (1) a senior position paper; (2) a tangible product related to the student's technical-vocational program; and (3) a formal oral presentation of significant length. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext.181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

Space Careers of the Future: School, Home, and Community-Based Integrated Activities Handbook. This handbook provides a wealth of lessons that integrate science, space careers, with activities designed to provide the students with learning tools at school and at home. Lessons include detailed lists of everything a teacher will need to teach the activities. Home study activities are also provided. Contact: Laurel Adler, East San Gabriel Valley Regional, Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Staff Development 1997. This book will serve as a very specific, easy-to-follow training of trainers vehicle for school-to-career. The book provides sufficient background and information to train the participant to be change agents through the development and utilization of integrated curriculum. Included in the handbook are actual guidelines and handouts for more than twenty workshop modules. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

Teaching for Understanding through Integration of Academic and Technical Education. This publication is designed to acquaint teachers, administrators, counselors, parents and community representatives with integrated instructional approaches that engage students in learning challenging academic and vocational content. This publication examines school and

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classroom practices that increase students' understanding, raise their achievement, and equip them with knowledge and skills needed in today's world. For high school leaders and teachers, this publication focused on four basic questions concerning academic and vocational integration: (1) What is integration? (2), Why integrate? (3), What conditions must exist to support integrated learning?, and (4) Where do you begin? SREB identified several approaches which high schools will want to consider in integrating academic and vocational studies: (1) Single Course Integration, (2) Joint Planning Across or Within Departments, and (3) Interdisciplinary Approaches. Contact: Gene Bottoms, Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, Georgia 30318-5790, Telephone: (404) 875-9211, Fax: (404) 872-1477, Award Period: January 1994-March 1997.

Tech Prep: What, When, Why, and How. This handbook includes the Tech Prep basics you will need to implement a successful Tech Prep program. Contact: Laurel Adler, East San Gabriel Valley Regional Occupational Program, 1501 West Norte, West Covina, California 91790-2105, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

The Connecting Link: A Handbook for Personal Achievement. This handbook provides all of the information, forms, and documents required for successful 2+2+2 articulation. It is an essential tool for students, career or guidance counselors, and program instructors to plan and record the accomplishments of a student as he or she moves through the education system. The handbook utilizes a Fashion Merchandising program as the instructional model. The forms and templates are generic, however, and can be used with any career pathway. Contact: Laurel Adler, East San Gabriel Valley 1501 West Del Norte, West Covina, California, Telephone: (626) 472-5121, Fax: (626) 472-5145, Award Period: January 1994-June 1997.

The Teacher Externship Guide. This guide is a composite of many of the noteworthy externship models in which Boston Public school teachers participated. A team was established to review the models, talk to the people involved in the externships and convey successful models that may be replicated in other schools. The guide defines teacher externships, provides a foundation for successful events, presents strategies for designing an externship and illustrates models. A reference for locally used forms, resources and the Boston Public Schools Citywide Learning Standards and Curriculum Frameworks for Grades 9-12 (1996) are also included. Contact: Jean Michaels, Boston Public Schools, Department of Technical-Vocational Education, 75 New Dudley Street, Boston, Massachusetts 02120, Telephone: (617) 635-8970, ext. 181, Fax: (617) 635-9831, Award Period: October 1995-December 1997.

The VIA Book. The Vocational Integration with Academics (VIA) project created a challenging core academic program that was integrated with traditional technical shop programs which had been isolated and autonomous. VIA set about its federally mandated integration work framed by two central assumptions: (1) Combining vocational and academic methodologies, content and skills results in more powerful learning than either vocational or academic courses taught in

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isolation from one another, and (2) When learning in the school connects with the needs and resources of the outside community, students' motivation and interest in learning dramatically increases and their future options broaden. The VIA Book explains what Rindge School for Technical Arts (RSTA) and Cambridge Public Schools did and what was accomplished. RSTA is the only public school in Cambridge, Massachusetts. It was established when Rindge Technical School (established 1888) merged with Cambridge High and Latin (established 1838). Contact: Rindge School of Technical Arts, 459 Broadway, Cambridge, Massachusetts 02138-4125, Telephone: (617) 349-6659, Fax: (617) 349-6770, Award Period: March 1994-February 1998.

**NATIONAL CENTER FOR RESEARCH IN VOCATIONAL
EDUCATION**

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

The National Center for Research in Vocational Education (NCRVE) is a consortium of nationally recognized institutions that hold a deep commitment to the vocational education community. In this role, NCRVE carries out research, development, dissemination, and training activities that are consistent with the intent of Perkins II legislation. NCRVE's agenda includes both applied research and longitudinal studies in the areas of curriculum and instruction, governance and policy, personnel development, accountability and assessment, and students in vocational education, especially those that are members of special populations. NCRVE also provides technical assistance and other practice-oriented activities for teachers, administrators, and policy makers.

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* The full text of publications marked with an asterisk (*) in this section of the document can be found on NCRVE's VocService website, <http://vocserve.berkeley.edu/fulltext.html>.

Academic-Career Integration in Magnet High Schools: Assessing the Level of Implementation, B. Okarska, Y. P. Si, R. Thaler, R. L. Crain. This report examines the degree to which New York City has been able to create programs dual emphasis on college preparation and career education, which we call "academic career magnet," and the degree to which the students have responded to the opportunity to attend such schools.

Access to and use of Vocational Education in Teen Parent Programs, G. Zellman, C. Feifer, A. Hirsch. This report examines the range of vocational education opportunities available to young mothers enrolled in teen parent programs, as well as vocational education use by young mothers; explores the degree of access to these opportunities; and assesses the likely impact of the Family Support Act on teen parents and on the programs that serve them.

Accountability for Vocational Education: A Practitioner's Guide, E. G. Hoachlander, K. Levesque, M. L. Rahn. This guide is a valuable resource for state-level administrators developing an accountability system.

Achieving Integration through Curriculum Development: Videotape of 11/24/92 Teleconference. The purpose of this teleconference was to share methods of achieving integration of vocational and academic education through curriculum development.

Achieving Scale and Quality in School-to-Work Internships: Findings from an Employer Survey, T. Bailey, K. Hughes, T. Barr. This report examines the issue of employer involvement in the school-to-work strategy by comparing the characteristics of participating employers to a comparison sample of nonparticipating employers.*

A Conceptual Framework for Evaluating Community College Customized Training Programs, D. D. Bragg, J. Jacobs. This project provides state administrators of postsecondary educational systems and local administrators of two-year postsecondary institutions with a conceptual model for evaluating customized training for the purposes of demonstrating accountability, assessing impact, and improving programs.

Adolescents' Perceptions of Their Work: School Supervised and Non-School Supervisor, J. Stone III, C. Hopkins, D. Stern, M. McMillion. This article examines differences between school-supervised work experience programs and socially or academically desirable outcomes and also explores the attitudes of students toward such school-supervised programs.

A Framework for the Subject Matter of Vocational Education, G. H. Copa. This report sets forth a framework for the subject matter of vocational education. The framework is built on analysis of concepts such as an educated person, education, and vocational development.

A Framework for Technology Education Curricula which Emphasizes Intellectual Processes, S. Johnson. This article details a rationale for technology education curricula which emphasizes the development of intellectual processes.

A Guide to Assess Institutional Excellence in Vocational Education, G. Wardlow, G. Swanson, R. Joerger. This project is built upon previous studies, developing and testing an instrument to serve as a guide for institutional decision makers who seek to improve their institutions.

A Guide to Using Postsecondary Transcript Data and an Overview of Course Taking in Less-than-Four-Year Postsecondary Institutions, S. P. Choy, L. J. Horn. This report describes course-taking patterns of the High School and Beyond Senior Cohort in less-than-four-year postsecondary institutions using the taxonomy as the framework.

All Aspects of the Industry: Bringing Industry into the Classroom - Videotape. This teleconference, recorded October 12, 1994, provided participants with an orientation to all aspects of the industry; suggestions about how academies, school-based enterprise, youth apprenticeship, and other program structures can be designed to encompass all aspects of the industry.

A Look at Planning and Evaluation Linkages Across the Nation, D. E. Elson, D. C. Strickland, J. D. Oliver, J. Perry, E. Tomchin. This study reports on how to improve evaluation utilization through better linking of state-level evaluation and planning. State directors and their staffs completed survey instruments as well as in-depth interviews.

Alternative Approaches to Outcomes Assessment for Postsecondary Vocational Education, D. D. Bragg. This book discusses innovations in outcomes assessment--those evaluative processes that determine the results of education--for postsecondary education, particularly vocational education.

Alternative Perspectives of Instruction and Cognitive Theory: Implications and Proposals, R. Thomas, S. Johnson, L. Anderson. This paper examines three instructional perspectives reflected in application of cognitive theory to instruction in terms of their compatibility with cognitive theory assumptions and their responsiveness to societal conditions and related educational aims.

A National Database on Vocational Teacher Education, R. Lynch. This report contains information about vocational teacher education as offered at U.S. colleges and universities. The results are intended to overcome the present lack of knowledge about where, when, what, how, to whom, and by whom vocational teacher education is provided.

An Evaluation of Seventeen Leadership Development Programs for Vocational Educators, J. Moss, Jr., G. W. Leske, Q. Jensrud, T. H. Berkas. In this publication the authors make eight specific recommendations for improving leadership development activities, including the construction of a cognitive model of effective leadership, the use of self-assessment instruments, opportunities for self-improvement, and guided practice in applying leadership attributes and reflecting on that experience.

An Evaluation of Ten Leadership Development Programs for Graduate Students in Vocational Education, J. Moss, Jr., Q. Jensrud, B. C. Johansen. This document describes a study which shows that deliberate educational interventions can significantly improve some leader attributes of graduate students and offset their behavior.

An Investigation of Trainer Certification (Preparation) Programs in the Private Sector, J. Leach. This working paper, originally prepared for presentation at the 1989 AVA Convention, describes what has been learned from a number of case studies about trainer "certification" (preparation) programs in business and industry.

Annotated Resource List: Collaborating to Improve Vocational Program Effectiveness for Special Populations, TASPP. The Technical Assistance for Special Populations Program (TASPP) guide was developed to support interagency collaboration efforts. It contains a selection of relevant publications, programs, and organizations.

Annotated Resource List: Funding Resources for Vocational Special Needs Programs, TASPP. The Technical Assistance for Special Populations Program (TASPP) has received an increasing number of requests for information on funding resources. This listing is a select group of entries found in the TASPP Computerized Information Base. It is anticipated that the TASPP staff will update this list periodically as significant resources are identified.

Annotated Resource List: Integration of Academic and Vocational Education, TASPP. In light of the multiple objectives in the 1990 Perkins Amendments, there is a growing need for resources for practitioners seeking to integrate vocational and academic education. This annotated resource list was designed to provide practitioners with essential information.

Annotated Resource List: Integration of Academic and Vocational Education: Methods and Questions, W. N. Grubb, C. Stasz. This publication outlines the issues involved in “assessing academic and employment outcomes of vocational education” as required by the 1990 Amendments to the Perkins Act. It also develops a series of questions that could be addressed to state and local education officials to assess the effects of the Perkins Amendments on both state policies and local practices.

Annotated Resource List: National, State, and Regional Curriculum Development and Coordination Contacts, TASPP. This annotated resource list provides practitioners with curriculum resources needed for program improvement. TASPP will update this list periodically as significant resources are identified.

Annotated Resource List: School-Business Partnership, TASPP. The Technical Assistance for Special Populations Program (TASPP) has assembled this guide to support efforts to forge new partnerships between vocational education and business. It contains selections of relevant publications, programs, and organizations.

Annotated Resource List: Supplemental and Support Services in Vocational Education, TASPP. This annotated resource listing is intended for professionals working to achieve the goals of the Carl D. Perkins Vocational and Applied Technology Act of 1990. It contains descriptions of publications and organizations with a focus on effective practices for disadvantaged, disabled, limited-English proficient, and teen parent populations.

Annotated Resource List: Tech Prep, TASPP. This annotated resource list provides practitioners with Tech Prep resources necessary for program improvement.

Annotated Resource List: Vocational/Career Counseling and Career Education for Special Populations, TASPP. This annotated resource listing provides guidance counselors with information to better assist young people in exploring and selecting a career.

Annotated Resource List: Women and Girls in Vocational Education, TASPP. This annotated resource list is designed to support efforts to improve the access of females to high quality vocational education.

An Uncommon Education: Interaction and Innovation, R. H. Beck, G. H. Copa, V. H. Pease. NCRVE research developed a conceptual framework to guide vocational education into the future. Based on this conceptual framework, field testing was conducted of subject matter foundations, integration strategies, and curriculum.

Application of Cognitive Theory to the Design Development, and Implementation of a Computer-Based Troubleshooting Tutor, S. Johnson, J. W. Flesher, A. Ferej, J. C. Jehng. This paper describes a project that resulted in the development and testing of a computer-based intelligent tutoring system for improving troubleshooting skills in electronics.

A School-to-Work Resource Guide: Focusing on Diversity, C. Maddy-Bernstein, Z. B. Matias, E. S. Cunanan, B. T. Krall, L. Iliff. This guide gather current and representative resources which will be useful to individuals developing or implementing school-to-work programs. It includes sections on the three components of the School-to-Work Opportunities Act: school-based learning, work-based learning, and connecting activities.*

As Teachers Tell It: Implementing All Aspects of the Industry, Edited by Nielsen-Andrew with the Center for Law and Education, Jobs for the Future, and the Learning Research and Development Corporation. This publication is a powerful reform approach that combines the real world richness of vocational education with the broad, transferable skills associated with academic education.*

Assessing 2000: An Exhibition. The National Center for Research in Vocational Education, University of California at Berkeley, conducted a national satellite teleconference entitled "Assessment 2000: An Exhibition" on October 6, 1993. The objective of the teleconference was to familiarize the audience with three forms of alternative assessment: performance event, student project/exhibit, and portfolio.

Assessing in Education: A Search for Clarity in the Growing Debate, J. Latting. This monograph provides guidance to those trying to understand what forms of assessment might be most appropriate for their classrooms, their schools, or their reforms.

Assessing the Coordination of Vocational Education with Other Federal Programs, W. N. Grubb. This paper outlines the issues involved in coordination, and then presents questions that could be addressed to state and local education officials to assess the extent of coordination of vocational programs with other federal programs.

Assessing the Integration of Academic and Vocational Education: Methods and Questions, W. N. Grubb, C. Stasz. This report outlines the issues involved in "assessing academic and employment outcomes of vocational education" as required by the 1990 Amendments to the Perkins Act. It also develops a series of questions that could be addressed to state and local education to assess the effects of the Perkins Amendments on both state policies and local practices. This paper was originally prepared for the National Assessment of Vocational Education (NAVE), U. S. Department of Education.

Assessing the Nature and Operation of Institutional Excellence in Vocational Education, G. Wardlow, G. Swanson, J. Migler. This study sought to understand and describe the nature and operation of institutions offering exemplary vocational education programs. A number of themes and subthemes were observed as being generally consistent across the institutions in the study. The broad themes include multiple dimensions of school climate; administrative structures, styles, and attributes; teacher attributes and attitudes; student characteristics; curriculum development; institutional marketing; and support services.

Assessing Postsecondary Vocational-Technical Outcomes: What are the Alternatives?, D. D. Bragg. This study examines the assessment practices of two-year postsecondary institutions. The author recommends that assessment of vocational-technical programs be geared more closely to the rest of the postsecondary curriculum.

A Sourcebook for Reshaping the Community College: Curriculum Integration and the Multiple Domains of Career Preparation - Volume I: Framework and Examples, Volume II: Samples of Career Preparation Innovation, N. Badway, W. N. Grubb. This publication identifies seven domains of competency that synthesize the needs expressed by employers. It focuses on the skills students need to progress through postsecondary education, the labor market and the knowledge that educators have always wanted for their students.*

A Time to Every Purpose: Integrating Occupational and Academic Education in Community Colleges and Technical Institutes, W. N. Grubb, E. Kraskouskas. This monograph describes various approaches to curriculum integration at the postsecondary level, based on a survey of practices in community colleges and technical institutes across the United States.*

At Your Fingertips. A workbook designed to help educators take advantage of a variety of local data to better manage, monitor, and improve schools.

A Worker's Perspective: Skills, Training, and Education in the Automotive Repair, Printing, and Metalworking Trade, K. McGraw, R. Farrant. The purpose of this report was to examine workers' perspectives on the use of skills and the effects of technological change in the workplace.

Benchmarking New Designs for the Two-Year Institution of Higher Education, G. H. Copa, W. Ammentorp. This study illustrates the use of benchmarking as an organizational transition process--a means toward envisioning more concretely what is desired and the way it can be realized. This document will be especially useful for all readers of "New Designs for the Two-Year Institution of Higher Education."**

Between and Between: Education, Skills and Employment in Sub-Baccalaureate Labor Markets, W. N. Grubb, T. Dickinson, L. Giordano, G. Kaplan. This report examines four local sub-baccalaureate labor markets through interviews with employers and education providers.*

Beyond Articulation: The Development of Tech Prep Programs, C. Dornisife. The purpose of this monograph is to provide an understanding of the differences and similarities between existing Tech Prep programs and the features of exemplary programs.

Beyond Vocational Education Standards and Measures: Strengthening Local Accountability Systems for Program Improvement, B. M. Stecher, L. M. Hanser. This study examines vocational education accountability at the local level to provide information that might improve the implementation of the Perkins II (1990 amendments to the Perkins Act).

Black Americans and Vocational Education: Participation in the 1980s, C. L. Arnold, K. Levesque. This report analyzes the status and outcomes of Black Americans in secondary and postsecondary vocational education as students and teachers during the 1980s.

Blurring Academic and Vocational Boundaries: Barriers in the Cultures of Large High Schools, J. Oakes. This working paper is a transcript of a talk prepared for the Southern Regional Education Board (SREB), Atlanta, Georgia, in November 1991. The results of the study are to be reported in a forthcoming NCRVE Publication, "Educational Matchmaking: Curriculum and Tracking Decisions in Three Large High Schools."

Breakers: An Organizational Simulation for Vocational Education Professionals, C. R. Finch. This organizational simulation enables participants to assume the roles of administrators and to be responsible for operating Breakers Technical College.

Breaking the Mold: Educational Policy for High Performance Future. This videotape of a September 1993 teleconference highlights the direction of education under the Clinton administration. The teleconference focuses on Tech Prep, youth apprenticeship, school-to-work transition, workforce skills, integration of vocational and academic education, and skills standards.

Breaking the Mold: Tech Prep and the New Paradigm, J. Hoerner. This article challenges the thinking of educators about the kinds of changes that are necessary for Tech Prep to succeed as an educational reform initiative.

Bright Hopes, Dim Realities: Vocational Innovation in American Correctional Education, S. Schlossman, J. Spillane. This report provides a historical perspective on correctional education in America and observes the implications of that history for reform in correctional education in the 1990s. The study should be of interest to researchers and policy makers who are concerned about correctional education issues and to practitioners who provide that education.

Building Bridges: How Postsecondary Institutions Are Integrating Academic and Vocational Content, W. N. Grubb, E. Kraskouskas. The Carl D. Perkins Act, with its emphasis on integrating vocational and academic education, has reinforced the trend toward more academic components within vocational programs, especially at the secondary level. The authors surveyed more than 200 postsecondary institutions across the United States to find out how they are handling integration.

Building the Middle, S. E. Berryman, E. Flaxman, M. Inger. This paper is an interpretive synthesis of the research of NCRVE on a series of educational reforms related to the preparation of youth for postsecondary training and work--including cognitive apprenticeship, Tech Prep, integrated vocational and academic education, vocational education as part of general education, career magnet schools, academies, work-based youth apprenticeship, cooperative, and school-based enterprise.

Building the Middle: Executive Summary, S. E. Berryman, E. Flaxman, M. Inger. This document is a concise overview of "Building the Middle."

Building a Preferred Future with Tech Prep Systems, D. D. Bragg, C. L. Kirby, P. A. Puckett, K. A. Trinkel, L. Watkins. This document presents the perspectives, core concepts, and processes needed to develop a shared vision of Tech Prep. It strives to provide the basis for local practitioners to construct new Tech Prep systems that bridge the federal Tech Prep Education Act with the new School-to-Work Opportunities legislation.

But I've Been Doing This for Years: Informal Integration of Vocational and Academic Education Pilot Test Report, C. A. Roegge, A. Ferej. This document contains interviews with "early innovators," teachers who recognized the advantages of integrating the vocational and academic aspects of their instruction prior to the influence of state and national initiatives.*

Career Development Effects of Career Magnets Versus Comprehensive Schools, E. Flaxman, A. Guerrero, D. Gretchen. This report examines magnet schools to see which aspects, from instruction to extracurricular activities and parent support, contributed most to students' career development. Magnet schooling began as a desegregation strategy, to provide opportunity through racial and social heterogeneity, and these researchers conclude that the ethos of achievement shared by magnet school students is still the greatest value of these programs.

Career Magnets: Interviews with Students and Staff, A. L. Heebner, R. L. Crain, D. R. Kiefer, Y. P. Si, W. J. Jordan, B. Tokarska. This document reports on a large ethnographic study of students and staff in career magnet schools. The study concludes that the magnet schools made many students feel more hopeful about their future career opportunities.

Carl D. Perkins Vocational and Applied Technology Education Act of 1990: Selected Resources for Implementation, S. C. Kallembach, Z. Burac, M. Coyle-Williams, J. Benesh, C. Bullock, L. Iliff. In response to the new Perkins Act, TASPP has identified resources to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others in implementing and complying with the reauthorization of the Perkins legislation.

Case by Case, B. J. Schmidt. This article highlights results from an extended study of ten schools identified as exemplary for their integration efforts. Anecdotes from these schools provide real-world descriptions of strategies such as team teaching and using the community as a resource, and characteristics such as persistence in the face of difficulties and how commitment makes all the difference.

Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act (JTPA), and Welfare-to-Work Programs, W. N. Grubb, C. L. Brown, P. Kaufman, J. Lederer. These studies provide more detailed information for the report, "Order Amidst Complexity." The studies describe the coordination among vocational education, JTPA, and welfare-to-work programs in seven states: Georgia, Illinois, Massachusetts, Minnesota, Tennessee, Washington, and California. While they emphasize coordination that takes place at the local level, they also describe state policy related to coordination.

Case Studies of Urban Schools: Portrayals of Schools in Change, T. R. Wermuth, C. Maddy-Bernstein, T. E. Grayson. These "case studies of success" offer a close look at how four comprehensive urban high schools handled school reform (Tech Prep and integrated curriculum) in which vocational education is a key element.*

Case Studies in Vocational Education Administration: Leadership in Action, C. R. Finch, C. E. Reneau, S. L. Faulkner, J. A. Gregson, V. Hernandez-Gantes, G. A. Linkous. This volume contains fifty-one cases that are based on extensive interviews with vocational education administrators and the instructors who work with them. They are designed for use in courses, seminars, workshops, or any learning environment created to develop leadership skills among practicing vocational education professionals and aspiring leaders.

Characteristics of Excellent Trainers in Business and Industry: A Psychological, Interpersonal, Motivational, and Demographic Profile. This working paper, originally prepared for presentation at the 1991 ASTD National Conference, examines the personal and psychological make-up of excellent trainers. Interpersonal, motivational, age, and gender characteristics of excellent trainers were also examined.

Characteristics of Excellent Trainers: A Psychological and Interpersonal Profile, J. Leach. This twenty-page reprint, originally published in the July 1991 issue of "Performance Improvement Quarterly," reports on a study of the personality traits associated with excellent trainers.

Choosing Wisely for California: Targeting the Resources of the Employment Training Panel. The Employment Training Panel (ETP) contracted with the National Center for Research in Vocational Education (NCRVE) and the Center for Labor Research and Education, Institute of Industrial Relations at the University of California at Berkeley to explore questions related to the targeting of ETP funds. This final report is intended as a practical and useful guide for ETP and policymakers concerned with state training programs.

Classrooms that Work: Teaching Generic Skills in Academic and Vocational Settings, C. Stasz, K. Ramsey, R. Eden, J. DanVanzo, H. Farris, M. Lewis. This report documents the second of two studies on teaching and learning generic skills in high school. The study should be of interest to educators, policymakers, and researchers who are involved in efforts to reform secondary schools in ways that better prepare students for education, work, and lifelong learning.

Collaboration for Instruction of LEP Students in Vocational Education, E. Platt, J. Schrawder, Z. Vjhelyi, T. Wannawati. This document includes interviews with vocational and language teachers regarding English language development, and improved language skills which will make it easier for the student to learn vocational skills.

Collaborative Efforts Between Vocational and Academic Teachers: Strategies that Facilitate and Hinder the Efforts, B. J. Schmidt. This study reports outcomes of structured interviews completed at three SREB-Vocational Education Consortium (VEC) pilot sites to determine strategies that facilitate, and hinder, high school vocational and academic teachers in working together.

Community College Innovations in Workforce Preparation: Curriculum Integration and Tech Prep, W. N. Grubb, N. Badway, D. Bell, E. Kraskouskas. This report is the result of a collaborative effort among NCRVE, the League for Innovation in the Community College, and the National Council for Occupational Education. This monograph describes two innovations--curriculum integration and Tech Prep--that emerged independently of federal funding and that have widespread support.

Community College Involvement in Contract Training and Other Economic Development Activities, R. Lynch, J. C. Palmer, W. N. Grubb. In an attempt to assess the scope and nature of activities related to economic development which is widely promoted in community and technical institutes, a national survey was taken. This report presents the major findings of this survey.

Computer Assisted Instructional Design for Computer-Based Instruction, D. M. Russell, P. Pirolli. This project brought together a consulting team that included a successful instructor in business education, cognitive scientists, workers in teacher education, and the Instructional Design Environment (IDE) development team to develop an IDE prototype for the development of computer-based training in business education.

Conceptualizing Leadership and Assessing Leader Attributes, J. Moss, Jr., B. C. Johansen. This publication summarizes NCRVE research on leadership. Contents include a conceptualization of leadership and leadership development; a description of the process of developing the "Leader Attributes Inventory"; a brief report about the criteria vocational instructors use to judge the leadership effectiveness of their administrators; and research and development activities contemplated for the future.

Connecting College and Community in the New Economy? An Analysis of Community College Faculty-Labor Market Linkages, D. Brewer, M. Gray. This study shows that although faculty recognize the importance of strong labor market linkages, competing time demands and lack of institutional support mean that ad hoc and informal connections are the norm. A number of practical suggestions for strengthening connections between faculty and their local labor markets and communities are offered.*

Co-operative Education in Cincinnati: Implications for School-to-Work Programs in the U.S., W. N. Grubb, J. C. Villeneuve. This report offers an in-depth study of cooperative education in the Cincinnati area where it has had a long and successful history of work-based learning.

Cooperative Vocational Education in the Urban School: Toward a Systems Approach, J. Stone, III. This article discusses concrete strategies for improvement in such areas as the selection of students; the development of employers into genuine training sponsors; and the evaluation of students' co-op work.

Correcting Conventional Wisdom: Community College Impact on Students' Jobs and Salaries, W. N. Grubb. This article gives a close examination of more recent data which shows substantial benefits to students completing certificates and associate degrees.

Course-Taking Patterns of Vocational Teacher Education Baccalaureate Degree Recipients: Teacher Preparation, General Education, and Teaching Content Area Studies, C. R. Finch, B. J. Schmidt, J. D. Oliver, K. C. Yu, A. Wills. This study focused on the course-taking patterns of vocational teacher education baccalaureate degree recipients.

Critical Literacy and Beyond: Lessons Learned from Students and Workers in a Vocational Program on the Job, G. Hull. This study addresses current concerns about the presumed literacy problems of workers and the relationship between skills and competitiveness in the global economy.

Current State of Occupational and Technical Training: The Need for Integration and High Quality Programs, C. S. Benson. This working paper was originally prepared for the 1991 Summer Institute co-sponsored by NCRVE and the Council of Chief State School Officers. The paper discusses national data on the status of occupational and technical training at secondary and postsecondary levels, characteristics of teachers, and the economic value of vocational education.

Current Status of Diversity Initiatives in Selected Multinational Corporations, R. M. Wentling, N. Palma-Rivas. This study revealed that an evolutionary pattern exists for diversity initiatives that has evolved from Affirmative Action to international diversity.*

Current Status and Future Trends of Diversity Initiatives in the Workplace: Diversity Experts' Perspectives, R. M. Wentling, N. Palma-Rivas. This study revealed the barriers that have inhibited the employment, development, retention, and promotion of diverse groups in the workplace, and the major factors that are influencing diversity initiatives in the workplace.

Curriculum Quality Standards for School-to-Work: A Guidebook, B. Dougherty, M. Ellibee. This guidebook provides practitioners with a wealth of information to use in examining, adapting, and creating curriculum. The National Consortium for Product Quality, which developed the guidebook, works both to promote curriculum standards and to create a national review process by which exemplary curriculum can be recognized and disseminated.*

Demographic and Psychological Characteristics of Vocational-Technical Instructors Rated as Excellent in Business and Industry and in Postsecondary and Secondary Schools, J. Leach, J. A. Evans, T. S. Whetstone. This study identifies the personality traits associated with vocational-technical instructors rated as excellent by their supervisors. The study also was designed to contrast the psychological profiles of the three groups rated as excellent with each other and with the general population. ||

Designing Classrooms That Work: Conception and Pilot Study, C. Stasz. This report presents findings from a pilot study of the curriculum on seven teachers, one teacher-trainer and fifty students. The NCRVE site at RAND designed a “mini-sabbatical” to help teachers learn how to make the curricular and pedagogical changes implied by school-to-career reforms (such as a focus on “generic” skills and “real-world” applications).*

Designing Classrooms that Work: Teacher Training Guide, K. Ramsey, C. Stasz, T. Ormseth, R. Eden, J. Co. This six-week “mini-sabbatical” guides teachers and trainers on how to make the changes implied by reforms to integrate vocational and academic education and to improve the school-to-career transition. The program leads teachers through both planning and teaching new curriculum, as well as assessing the lessons’ effectiveness.*

Designing a Plan to Measure Vocational Education Results, E. G. Hoachlander. This article, reprinted from the February 1991 Vocational Education Journal, gives guidelines State and local designers might use in developing and implementing accountability systems which document the progress of vocational education students and programs.

Designing the Thematic Curriculum: An All Aspects Approach, C. R. Finch, N. R. Frantz, M. Mooney, N. O. Aneke. In this study, the authors identify curriculum that emphasizes the long-term “thematic” process, describe why this long-term emphasis is beneficial, and offer suggestions on designing thematic curricula.*

Developing Comprehensive Student Services Systems in Secondary Schools, Z. Burac-Matias, C. Maddy-Bernstein. This publication is a hands-on guide for educators interested in redesigning or developing student services. This guide offers practical steps educators can use to create a system that will meet their school’s needs.*

Diversity in the Workplace: A Literature Review, R. M. Wentling, N. Palma Rivas. This report summarizes and synthesizes the literature on diversity in the workforce, supplying information to be used in developing new and unique approaches that fit the specific needs of particular organizations.*

Economic Returns to Non-Baccalaureate Education and Training for Postsecondary Adults and Students, D. Stern. This working paper focuses on the kinds of gains in earning which are likely to result from various forms of education or training. This 40-page working paper was originally prepared for the Committee on Postsecondary Education and Training for the Workplace, National Research Council/National Academy of Sciences.

Education and Training for Work: The Policy Instruments and the Institutions, L. M. McDonnell, W. N. Grubb. This report was prepared as part of a continuing effort by NCRVE to understand the larger institutional and policy context in which vocational education

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operates. This study should be of particular interest to those in the federal, state, and local policy communities who are concerned with education and training issues, and those who manage an increasingly complex array of programs designed for different clients and operating in a variety of local labor markets.

Education and Training for Work in the Fifty States: A Compendium of State Policies, L. M. McDonnell, G. Zellman. This document introduces readers to a database that provides basic descriptive information about state policies and practices with regard to five education and training programs: secondary vocational education, postsecondary vocational education, the Job Training Partnership Act (JTPA), welfare-to-work programs, and state-funded job training.

Education for All Aspects of the Industry: Overcoming Barriers to Broad-Based Training, T. Bailey, R. Koppel, R. Waldinger. This study looks at one educational reform strategy--all aspects of the industry--called for by Perkins II and designed to broaden student experiences.

Education Through Occupations, W. N. Grubb. This brief article introduces the idea of education through occupations, outlining some emerging practices which use occupations to teach both theory and applications of conventional subjects.

Educational Matchmaking: Academic and Vocational Tracking in Comprehensive High School, J. Oakes, M. Selvin, L. Karoly, G. Guiton. This report describes the results of a two-year study which examined how three comprehensive high schools make decisions about what courses to offer and which sources are appropriate for various students.

Educational Needs and Employment Trends of Environmental Hazardous Materials Technicians and Related Workers, P. M. Hudis, S. Garland, J. Matlof, K. L. Vork. This study identifies anticipated trends in demand and current skill requirements and discusses the role that community colleges play in training such personnel.

Educator, Student, and Employer Priorities for Tech Prep Student Outcomes, D. D. Bragg. This study of perspectives on Tech Prep student outcomes will help in efforts to design assessments and to improve accountability. It will also help develop the basic model of Tech Prep into one more accessible and effective for all students, rather than only for the "neglected majority."*

Educators' Roles in School-to-Work Transition. This workshop examined strategies to transform education leadership development; presented train-the-trainer sessions for the NCRVE leadership development program; and provided a forum to share leadership development research, exemplary programs and issues related to transforming leadership development practices.

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Effective Vocational Education for Students with Special Needs: A Framework, L. A. Phelps, T. R. Wermuth. This document reports on a preliminary framework that can be used to examine and, thereby, improve programs for special needs vocational students by improving both policy and practice.

Emerging Issues in Adult Vocational Education: Notes from a Seminar Presentation, W. T. Price, Jr., B. L. Reece. This working paper examines emerging issues faced by providers of adult vocational education as they cope with new demands for programs and services.

Emerging Uses of Computers for Education: An Overview of Tools and Issues for Vocational Educators, M. Lewis. This report explores feedback from a sample of vocational educators, which indicates that computers could, in fact, be very helpful in vocational education, if the barriers preventing their use were addressed.

Empowering Accountability in Vocational-Technical Education: The Analysis and Use of Wage Records, D. Jarosik, L. A. Phelps. This monograph gives information on a potential resource which can be used in responding to demands for accountability: the nation's unemployment insurance wage reporting system.

Enhancing Electrical Troubleshooting Skills in a Computer-Coached Practice Environment, S. Johnson, A. Ferej, J. W. Flesher, J. C. Jehng. This reprint describes in detail a field study of a computer-coached practice environment, which enables students to confront challenging problems and to make use of corrective feedback and guidance.

Envisioning the Future: Vocational Education and Economic Development. This two-hour videotape is of a teleconference broadcast in September 1989. Its purpose was to stimulate ideas about how vocational education affects the development of local, state, and national economies.

Establishing the Integration of Academic and Vocational Education in Urban Schools: Plans Developed at the NCRVE 1992 Summer Institute. The National Center for Research in Vocational Education invited ten high school teams to its summer institute to develop a strategic plan for the development of a program of integrated academic and vocational education. This publication contains the ten planning documents produced at the institute. It includes specific examples which should be of assistance to high school planners initiating or enhancing their own programs of integration.

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Establishing Integrated Tech Prep Programs in Urban Schools: Plans Developed at the NCRVE 1993 National Institute. The National Center for Research in Vocational Education held its third National Institute at Berkeley, California, in July of 1993. Teams of vocational and academic educators were selected to attend. Each team developed a strategic plan for implementing an Integrated Tech Prep program within its institution. This document contains the planning documents produced at the Institute.

Establishing Tech Prep Programs in Urban Schools: Plans Developed at the NCRVE 1992 Summer Institute. The National Center for Research in Vocational Education invited ten community college/high school teams to discuss establishing Tech Prep programs in urban schools. Each team developed a strategic plan for the development of a Tech Prep program. The plan includes specific examples which should be of assistance to educators and planners initiating or enhancing their own Integrated Tech Prep programs.

ETP: The Productivity Program. The Employment Training Panel (ETP) entered into an interagency agreement with the Center for Labor Research and Education, Institute of Industrial Relations (CLRE-IIR), and the National Center for Research in Vocational Education (NCRVE), both located at the University of California at Berkeley, in June 1991. The agreement, of which this report is the product, was designed to assist the panel in developing and sharpening its priorities and to offer alternative suggestions to enable the panel to effectuate those priorities.

Evaluating Job Training Programs in the United States: Evidence and Explanations, W. N. Grubb. This study focuses on the author's explanations as to why most job training programs do not succeed in moving recipients out of poverty. The study was prepared for the International Labour Congress in Geneva.*

Examples of Integrated Academic and Vocational Curriculum from High School Academies in the Oakland Unified School District, D. de Leeuw, C. Hertenstein, M. Jackson, B. J. Lum, S. O'Donoghue, M. L. Rahn, V. Rubin, D. Stern, A. Whitehurst-Gordon. The goals of the Academies Magnet Program embrace the mission district to address the wide range of educational problems that most urban districts such as Oakland face.

Exemplary Career Guidance Programs: Opening Career Paths for All Students, E. S. Cunanan, C. Maddy-Bernstein, 1995. This document presents a synthesis of nine exemplary career guidance and counseling programs. These programs exemplify school efforts in implementing well-integrated, comprehensive career guidance programs that are designed to assist all students in transitioning from school-to-work and/or further education.*

Exemplary Career Guidance Programs: Secondary and Postsecondary, C. Maddy-Bernstein, E. S. Cunanan, 1995. This report describes best practices and strategies used by these programs for promoting three areas of career development process: (1) self-knowledge, (2) education and career exploration, and (3) decision making.

Exemplary Career Guidance Programs: What Should They Look Like?, C. Maddy-Bernstein, E. S. Cunanan. This document is designed to assist counselors, vocational educators, and other counseling professionals with improving their career guidance and counseling programs. It also contains information about three secondary schools striving to build comprehensive, integrated career guidance and counseling programs.*

Exemplary Programs Serving Special Populations, Volume 1, Z. Burac. This monograph describes five exemplary programs identified during TASPP's 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations.

Exemplary Programs Serving Special Populations, Volume II, Z. Burac, R. Yanello. This monograph presents a brief description of five exemplary programs chosen in 1991 by the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of California at Berkeley.

Exemplary Urban Career-Oriented Secondary School Programs, V. Mitchell, E. S. Russell, C. S. Benson. This publication contains case studies in twelve successful inner-city secondary programs. Each school has a specialty related to a specific industry, and case studies provide details on essential elements that have led these programs to success.

Facilitating School-to-Work Transition: Teacher Involvement and Contributions, B. J. Schmidt, C. R. Finch, M. Moore. These authors conducted nearly 200 interviews with educators and workplace and community representatives from successful school-to-work sites around the country to bring to life the practical strategies for integrating work-related learning into the curriculum.*

Factors that Influence the Academic and Vocational Development of African American and Latino Youth, M. B. Griggs, E. J. Copeland, T. A. Fisher. This report contains information about the factors to which academic achieving African American and Latino college and university students attribute their vocational and academic development.

Factors that Influence the Career Development of African American and Latino Youth, M. B. Griggs, E. J. Copeland, T. A. Fisher. This report focuses on what helps minority students succeed in the work world. The quotations from students in this paper bring to life their experiences, desires, and expectations about their future in the world of work.

Family Matters in School-to-Work Transition-A Research Update for Policy makers and Educational Leaders, W. Way. This study analyzes how relationships among individual and family characteristics, family functioning styles, and individual learning strategies affect work readiness for school-to-work indicators.*

Formulating a Conceptual Model of Motivation: Implications for Enhancing Accommodation of At-Risk Learners in Postsecondary Vocational Education Programs, J. M. Brown, D. Field-Joseph, J. Wotruba. This research provides a literature review and a conceptual model for addressing motivation-related factors and issues which impact at-risk learners in postsecondary vocational education programs.

Formulating a Conceptual Model of Nontraditional Student Attrition and Persistence in Postsecondary Vocational Education Programs, D. R. Johnson. This document summarizes literature concerning student attrition in postsecondary vocational education programs.

Fostering Economic Development: Opportunities and Challenges in Postsecondary Education, V. Hernandez-Gantes, R. P. Sorensen, A. H. Nieri. This paper discusses an expanded role for two year postsecondary institutions. Possible strategies for fostering economic development through partnerships between industry and postsecondary institutions are outlined.

Fostering Entrepreneurship Through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education (Report 1: Survey of Business Incubator Clients and Managers), V. Hernandez-Gantes, R. P. Sorensen, A. H. Nieri. This report focuses on why only a small number of two-year vocational-technical colleges provide business incubation or develop entrepreneurial services within their local communities.*

Fostering Entrepreneurship Through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education (Report 2: Case Studies), V. Hernandez-Gantes, R. P. Sorensen, A. H. Nieri. This document contains case studies on current efforts of two-year technical colleges to work in partnership with business incubators, offer entrepreneurship courses, and provide other related services to local entrepreneurs.*

Fostering Entrepreneurship Through Business Incubation: The Role and Prospects of Postsecondary Vocational-Technical Education (Report 3: Guidebook of Opportunities for Two-Year Technical Colleges), V. Hernandez-Gantes, R. P. Sorensen, A. H. Nieri. This guidebook describes ways in which two-year colleges can participate in the economic and entrepreneurial development of urban, suburban, and rural communities. Practical strategies are described for establishing, funding, and operating a business incubator.*

Gender Equity: A Resource List of Organizations and Information Centers. This resource guide contains descriptions of and contact information for organizations, educational information centers, and human resources focusing on gender equity.

Gender, Leadership, and Vocational Education, J. Moss, Jr., Q. Jensrud. In this study the authors compare female and male managers. The authors note that the socialization process for women encourages an empowering and facilitating leadership style, which is now seen as desirable. It also concludes that females may be judged as more effective as managers.

General Education: Vocational and Academic Collaboration, R. H. Beck. This book argues that the collaboration of teachers in vocational-technical fields with teachers of academic subjects can result in more meaningful general education.

Get Your School to Work: A Guide for Better Schools, M. L. Rahn, M. Alt, D. Emanuel, C. G. Ramer, E. G. Hoachlander, P. Holmes, M. Jackson, S. G. Klein, K. Rossi. This guide provides you with all the tools you need to create a curriculum that will make the most of economic and cultural opportunities in your area.

Practitioners Guide: Introduction. This section of the guide adopts four guiding principles as the basic foundation for a comprehensive, career-oriented curriculum.

Module 1: Education for Work. This module consists of four units, each developing an alternative organizational approach to work-oriented education.

Module 2: Integrated Curriculum. This module helps teacher develop integrated curriculum.

Module 3: Learning Experiences. Work-based learning provides opportunities to create exciting new learning experiences for students.

Module 4: Student Assessment. This module helps teachers better understand how well students are mastering the range of knowledge and skills that are the focus of a work-oriented program using assessment tools.

Module 5: Cross-Cutting Issues. This module addresses a subject that teachers often confront in using the strategies presented in the other four modules, such as staff development, staffing, scheduling, team building, relationships with workplace partners, parent involvement, addressing diversity and equity, and student entrance and exit issues.

Facilitator's Guide. This guide provides step-by-step guidance for training teachers and administrators in using Getting to Work in their schools and classrooms.

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Overheads. One hundred professionally designed overheads for clearly presenting key concepts from each of the units included in the five modules of Getting to Work. An 89-minute videotape provides real examples from various high schools, focusing on selected components of Getting to Work.

Getting to Work: A Guide for Better Schools, M. L. Rahn, M. Alt D. Emanuel, C. G. Ramer, E. G. Hoachlander, P. Holmes, M. Jackson, S. G. Klein, K. Rossi. This guide provides you with all the tools you need to create a curriculum that will make the most of economic and cultural opportunities in your area. This extensive set of materials includes both a practitioner's guide and a facilitator's guide.

Giving High Schools an Occupational Focus, W. N. Grubb. This article looks at attempts to integrate vocational and academic education, using such approaches as occupationally focused schools, occupational clusters, and academies.

Guidelines for Developing Systems of Performance Standards and Accountability for Vocational Education: Notes from a Conference Presentation, E. G. Hoachlander. This working paper is based on a presentation made in September 1990 to the Fall Leadership Conference of the National Association of State Directors of Vocational Education. Questions about performance measures and standards are addressed in outline form.

Hearing Other Voices: A Critical Assessment of Popular Views on Literacy and Work, G. Hull. This report is a critical review of current popular notions about workplace literacy, including claims that much of the American workforce is deficient in "basic" and "higher order" literacy skills; that there are links between this illiteracy and poor job performance; and that there is a need for school-based, skill driven literacy programs tied to workplaces.

Helping Teachers to Understand their Roles in Integrating Vocational and Academic Education: A Practitioner's Guide, B. J. Schmidt, C. R. Finch, S. L. Faulkner. This guide is to help the education practitioner understand more fully how teachers fulfill the roles required of them in the integration process.

Helping Vocational and Academic Teachers Collaborate to Improve Students' Reading and Writing Skills: An Over-Time Inservice Activity, B. J. Schmidt, L. A. Beeken. In this report, details used to provide a Reading/Writing Institute for vocational and academic teacher teams are presented.

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High School Restructuring and Vocational Reform: The Question of “Fit” in Two Schools, J. W. Little, N. Erbstein, L. Walker. Educators trying to teach in the midst of several reform initiatives will find this study an aid to thinking deeply and imaginatively about how the question of “fit” presents a new opportunity to further the goal of “getting kids--all kids--to confront where they are going from here.”*

Highlights from an Evaluation of Ten Leadership Development Programs for Graduate Student in Vocational Education, J. Moss, Jr., Q. Jensrud, B. C. Johansen. This document briefly presents the results and recommendations of leadership development projects at seven institutions of higher education designed to improve the leader attributes of graduate students in vocational education.

How Health Career Academies Provide Work-Based Learning, D. Stern, M. L. Rahn. This article focuses on connecting work-based learning to interdisciplinary curriculum in which occupational and academic content are combined and where students are prepared for postsecondary education as well as work.

Human Resource Directory. This resource directory lists contact information and the areas of expertise of the National Center for Research in Vocational Education staff.

Implementing Tech Prep: A Guide to Planning a Quality Initiative, D. D. Bragg. This guide provides perspectives about Tech Prep from personnel representing the fifty state agencies and many local consortia. The guide explores an approach to implementing Tech Prep based on the concept of total quality management and its eight essential prerequisites.

Implications of Cognitive Science for Instructional Design in Technology Education, S. Johnson, R. G. Thomas. The purpose of this article is to review the cognitive science research literature relevant to technology education. This review is intended to provide a conceptual basis and direction for instructional design in technology education.

Importance of On-the-Job Experiences in Developing Leadership Capabilities, J. J. Lambrecht, C. Hopkins, J. Moss, Jr., C. R. Finch. This work draws on findings from the corporate world, as well as over six years of NCRVE leadership research and development, to discuss the implications of their research on current training practice.*

Improving National Data for Vocational Education: Strengthening a Multiform System, E. G. Hoachlander, K. Levesque. This document aims to (1) identify and rank needs for national data on vocational education, (2) examine current data collection activities and identify gaps in information on vocational education, (3) examine conceptual and methodological issues complicating data collection, and (4) assess the data collection and reporting capacities of local and state providers of vocational education.

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Improving Performance Measures and Standards for Workforce Education, B. M. Techer, L. M. Hanser, M. L. Rahn, K. Levesque, S. G. Klein, D. Emanuel. This report examines the implications for enhancing accountability in future federal workforce preparation legislation. It also specifically illustrates how the language of Perkins II could be changed to carry out the recommendations of the earlier study.*

Improving Perkins II Performance Measures and Standards: Lessons Learned from Early Implementers in Four States, B. M. Stecher, L. M. Hanser, B. Hallmark, M. L. Rahn, K. Levesque, E. G. Hoachlander, D. Emanuel, S. G. Klein. This study is one of a series of investigations conducted by NCRVE relating to vocational education accountability and the implementation of these measures and standards. This particular study focuses on the effects of the performance measures and standards on state vocational education agencies, local programs, and the relationships between them.

Improving Written Instructions for Procedural Tasks, C. Burham. This document examines the cognitive processes necessary to comprehend and use information in job-related documents.

Inclusion/Detracking: A Resource Guide, C. Maddy-Bernstein, Z. B. Matias, E. S. Cunanan, B. T. Krall, J. A. Kantenberg, L. Iliff. This selective resource guide will be useful to all educators interested in inclusion of students with disabilities into regular educational programs, and in eliminating ability grouping and tracking.*

Increasing Vocational Options for Students with Learning Handicaps: A Practical Guide, E. Eagle, S. P. Choy, E. G. Hoachlander, S. Stoddard, J. Tuma. Recommendations on specific ways vocational options for students with learning handicaps can be improved are based on an examination of thirty exemplary programs in six states.

Indicators of Education and the Economy, E. G. Hoachlander, P. Kaufman, E. Wilen. This paper presents basic data on education and the economy, aimed at providing a context for discussion of strategies for vocational education. This paper presents a series of indicators on the skill demands of the economy over the next decade.

Indigenous School-to-Work Programs: Lessons from Cincinnati's Co-op Education, J. C. Villeneuve, W. N. Grubb. The authors explore in anecdotal style the special conditions that have contributed to Cincinnati's enduring and widespread cooperative education, and examine the implications for other communities developing school-to-work programs.*

Induction Experiences and Needs of Beginning Vocational Teachers Without Teacher Education Backgrounds, B. Health-Camp, W. G. Camp. This reprint, originally published in the Fall 1990 issue of Occupational Education Forum, reports on a national qualitative study of the induction process of beginning vocational teachers who enter the profession without teacher education degree programs--that is, traditional vocational (T&I) certification based on occupational experience and alternative degree certification.

Influences on Adolescents' Vocational Development, J. T. Mortimer, K. Dennehy, C. Lee. This report examines five influences on adolescents' vocational development, using data from a recent longitudinal study of high school students in St. Paul, Minnesota. The influences examined included the relationship between allowances teenagers receive and economic concepts; vocational development in school for high- and low-risk adolescents; the implications of adolescent work experience for the formation of occupational values; and voluntarism among contemporary youth.

Innovation Versus Turf: Coordination Between Vocational Education and JTPA Programs, W. N. Grubb, C. L. Brown, P. Kaufman, J. Lederer. This study describes exemplary models of coordination, analyze the factors affecting coordination, draw conclusions, and make recommendations for policymakers.

Institutional-Level Factors and Excellence in Vocational Education: A Review of the Literature, G. Wardlow, G. Swanson, F. Caskey, J. Migler. This report is part of a larger study which investigates institutional excellence in vocational education, the larger education excellence movement, and organizational development theory.

Integrating Academic and Industry Skill Standards, T. Bailey. This document advocates integrating academic and industry skill standards, arguing that this will strengthen both academic preparation and preparation for work.*

Integrating Academic and Vocational Education, W. N. Grubb. This article focuses on education reform at the secondary level, describing three approaches to integrating vocational and academic education: the academy model; occupational clusters, career paths, and majors; and occupational and magnet schools.

Integrating Academic and Vocational Education: Guidelines for Secondary School Principals, B. J. Schmidt, C. L. Jennings, L. A. Beeken. This document was prepared with input from secondary school principals and administrators from across the United States. It was written for individuals and school divisions that are contemplating or are in the process of integrating academic and vocational education.

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Integrating Academic and Vocational Education: Issues in Implementing the Carl Perkins Amendments of 1990, W. N. Grubb. This paper outlines several issues that federal and state policymakers face in implementing the Perkins Amendments of 1990. This paper was presented at the Fall 1990 Leadership Conference of National Association of State Directors for Vocational-Technical Education Consortium.

Integrating Academic and Vocational Education: Lessons from Eight Early Innovators, S. Bodilly, K. Ramsey, C. Stasz, R. Eden. This study explores the practices and policies that define reform efforts aimed at integrating vocational and academic education. It describes how eight high schools have attempted to implement integration reforms and examines the implications of their experience for education policy.

Integrating Academic and Vocational Education: A Review of the Literature, 1987-1992, C. Stasz, T. Kaganoff, R. Eden. This literature covers issues ranging from the current state of integration practice to observed outcomes, policy factors, and promising integration approaches.

Integrating Academic and Vocational Education: Guidelines for Assessing a Fuzzy Reform, C. Stasz, W. N. Grubb. This paper has three goals: to examine principal integration and research issues; to identify data on integration and suggest gaps National Assessment of Vocational Education (NAVE) might fill; and to address problems that NAVE's evaluation might encounter.

Integrating of Vocational and Academic Education: Theory and Practice, J. Plihal, M. Adams Johnson, C. Bentley, C. Morgaine, T. Liang. This paper presents theoretical approaches to the current emphasis on integrating vocational and academic subjects in secondary schools and presents a review of the literature.

Integrating Academic and Vocational Studies. This two-hour videotape is of a teleconference broadcast in November of 1989 featuring Jack Jennings, U.S. House Committee on Education and Labor, and David Evans, U.S. Senate Subcommittee on Education, Arts, and Humanities, featuring the congressional perspective on why the integration concept was significant.

Involving Key Players in Tech Prep (National Satellite Teleconference). This teleconference took place on December 15, 1992. The teleconference focused on the following questions: "Why is leadership an issue in Tech Prep?" "How can Tech Prep programs be successfully marketed?" and "How can business and industry become involved in Tech Prep programs?"

Key Issues in Vocational Education: Tip Sheet for Vocational Education Writers. This document provides an introduction to NCRVE's agenda and selected research findings. This document suggests some stories for journalists to use.

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Keyboarding as General Education: Post-School Employment and Earnings Effects, D. R. Lewis, J. C. Hearn, E. E. Zilbert. This study reports on the post-school attainment effects of offering courses in typing and keyboarding as part of general education.

Laying the Foundation for Integration (National Satellite Teleconference). This teleconference was conducted on October 14, 1992. The objective of the teleconference was to share strategies for initiating vocational and academic education programs.

Leader Attributes Inventory: Directions for Administering, Scoring and Preparing Feedback Reports, J. Moss, Jr., Q. Jensrud, C. R. Finch. NCRVE's Leader Attributes Inventory (LAI) measures 37 traits of good leaders, from enthusiasm to persistence, accountability, and adaptability. This report tells how to use the LAI, for self-rating or for rating by observers.

Leaders Attributes Inventory Manual, J. Moss, Jr., J. Lambrecht, Q. Jensrud. This manual contains: (1) the rationale for, (2) the development and psychometric characteristics of, and (3) an explanation for the use of the Leader Attributes Inventory, which yields a diagnostic assessment of leadership performance in vocational education.

Leader Effectiveness Index: Directions for Administering, Scoring, and Preparing Feedback Reports, J. Moss, Jr., Q. Jensrud, C. R. Finch. This how-to guide for the Leadership Effectiveness Index (LEI) gives complete directions for its use, including sample indices and scoring worksheets. This product is one of many NCRVE reports on leadership such as studies on the role of leaders in times of intense change, and on how good leaders help developed a competent workforce.

Leader Effectiveness Index Manual, J. Moss, Jr., J. Lambrecht, Q. Jensrud, C. R. Finch. This manual contains the conceptualization of leadership which provides a foundation for the Leadership Effectiveness Index (LEI), an explanation of how to use the instrument, a description of the LEI's development and psychometric characteristics, and a report of the process used to create an appropriate norm group.

Leadership Behaviors of Successful Vocational Education Administrators, C. R. Finch, J. A. Gregson, S. L. Faulkner. This document examines the leadership behaviors of successful secondary and postsecondary vocational education administrators. Administrators and instructors from seven states were interviewed, and successful behavioral patterns and themes were identified.

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Leadership Behaviors of Successful Vocational Education Administrators (Reprint), C. R. Finch, J. A. Gregson, S. L. Faulkner. This article was reprinted from "The Journal of Vocational Education Research" (Vol. 16, No. 1). An examination was made of leadership behaviors exhibited by successful secondary and postsecondary vocational education administrators.

Leadership, Leadership Development, and the National Center for Research in Vocational Education, J. Moss, Jr., T. Liang. This paper presents a conceptualization of leadership and leadership development. It gives NCRVE's definition of leadership, suggests how leadership behaviors emerge, and proposes some of the characteristics, knowledge, and skills of individuals that predispose leadership behavior.

Learning How to Learn at Work: Lessons from Three High School Programs, C. Stasz, T. Kaganoff. This report describes the characteristics of teaching and learning in work-based learning, and identifies how the work context supports or hinders both.*

Learning the Ropes: The Social Construction of Work-Based Learning, S. Hart-Landsberg, J. Braunger, S. Reder, M. M. Cross. This study explores as examples the ways hospital unit secretaries "learn the ropes" of their jobs by developing and applying their knowledge and abilities in the contexts of the organizations in which they work.

Learning to Monitor Lifelong Learning, D. Stern, M. Delci, B. Gendron, I. W. Paik, K. Yutaka. This study examines information on lifelong learning in France, Japan, Korea, and the United States, describing the particular policy priorities and institutional strengths in each country.

Learning to Work: How Parents Nurture the Transition from School-to-Work, W. L. Way. This research update for parents focuses on the various roles parents and other family members play in nurturing transition readiness.

Learning to Work: How Parents Nurture the Transition from School to Work/Family Matters . . . In School-to-Work Transition, W. L. Way, M. M. Rossman. These research updates emphasize the often neglected role of family in work readiness. The first update, aimed primarily at parents, lists concrete ways to support children. The second update is directed to education leaders and policymakers.

Legislative Principles for Career-Related Education and Training: What Research Support. This report prepared by NCRVE and based on NCRVE research and collaboration with schools, colleges, and other agencies since 1988, proposes a consistent set of principles that can serve as a framework for new federal legislation.*

Lessons from Life's First Teacher: The Role of the Family in Adolescent and Adult Readiness for School-to-Work Transition, W. L. Way, M. M. Rossmann. This national study of 1,266 high school seniors and 879 adult two-year college students explores the family's role in developing readiness for school-to-work transition, as well as whether the family's role differs for adolescent and adult learners.*

Linking College and Work: Exemplary Policies and Practices in Two-Year College Work-Based Learning Programs, D. D. Bragg, R. E. Hamm. This report provides the detailed analysis needed to improve and expand work-based learning programs. An in-depth study of ten programs clarifies the success factors of good programs.*

Linking the NCTM Standards to School-to-Work Reform, V. Hernandez-Gantes, L.A. Nieri. The National Council of Teachers of Mathematics (NCTM) has offered a vision of math reform in a set of standards for curriculum, evaluation, teaching, and assessment for K-12 mathematics. The authors study four promising programs which are working to bridge the two movements.*

Linking Planning and Evaluation in Vocational Education: Issues and Concepts, F. M. Asche, D. C. Strickland, D. E. Elson. This paper examines issues related to linking planning and evaluation within vocational education. An analysis of concepts critical to combining planning and evaluation is provided.

Linking Planning and Evaluation: Review and Synthesis of Literature, F. M. Asche, D. E. Elson, D. C. Strickland, E. Choudhury. The multiple streams of literature related to planning, evaluation, evaluation utilization, strategic planning, and organizational learning were brought together in the final section of the review in an attempt to examine both the facilitators and barriers to linking planning and evaluation.

Linking Planning and Evaluation: Understanding the Process in Vocational and Technical Education, D. E. Elson, J. D. Oliver, D. C. Strickland, J. Perry. This working paper, originally presented at the 1991 National State Occupational Information Coordinating Committee Conference, proposes the notion of planning and evaluation as one process--an ongoing, regular dynamic between two interdependent functions.

Linking School-Based and Work-Based Learning: The Implications of LaGuardia's Co-op Seminars for School-to-Work Programs, W. N. Grubb, N. Badway. This profile of New York City's LaGuardia Community College's co-op seminars offers real-life lessons about successful strategies and potential challenges for activities connecting school-based and work-based learning.*

Local Accountability Systems: Addressing Perkins Mandates for Special Populations, C. Maddy-Bernstein, E. S. Cunanan, E. Mikulin. This handbook is designed to assist local and State educators to improve their accountability systems and develop program improvement plans when necessary. The appendices include sections from secondary and postsecondary accountability systems.

Local Accountability in Vocational Education: A Theoretical Model and Its Limitations in Practice, B. M. Stecher, L. M. Hanser. This study was designed to analyze and describe local accountability systems in vocational education. Such an analysis and description can serve as a basis for further study of vocational programs, for developing criteria for evaluating accountability systems, and for monitoring the impact of policy changes.

Local Systems of Vocational Education and Job Training: Diversity, Interdependence, and Effectiveness, W. N. Grubb, L. M. McDonnell. This report examines strategies that education and training institutions in eight local communities use to prepare individuals for employment and the ways in which those institutions respond to the federal and State policies they must implement.

Making High Schools Work: Patterns of School Reform and the Integration of Vocational and Academic Education, E. Nielsen-Andres, W. N. Grubb. The authors surveyed various reform efforts to clarify the similarities and differences between them and efforts to integrate vocational and academic education.

Meeting National Needs for Environmental Hazardous Materials Technicians and Related Workers, P. M. Hudis, S. Garland, W. Marelich, J. Matlof, K. L. Vork. This interim report presents preliminary findings from a study of environmental hazardous materials (EHM) technicians and related personnel. The research provides an assessment of unmet demands of EHM technicians and related workers.

Meeting the Personnel Needs of the Health Care Industry through Vocational Education Programs: A Study of the San Francisco Bay Area, P.M. Hudis, S. Garland, W. Marelich, J. Matlof, K. L. Vork. This report emphasizes increasing productivity by improving knowledge of the changing skills required for health care jobs; enhancing occupational mobility by identifying career paths that could be fostered through articulated education programs; and creating links between health care providers and vocational educators that could support ongoing communication about health occupations' educational policies.

Meeting Teachers' Professional Development Needs for School-to-Work Transition: Strategies for Success, C. R. Finch, B. J. Schmidt, M. Moore. This document summarizes professional development activities that can prepare teachers to succeed at these new responsibilities. Quotations from educators, administrators, and business and community representatives vividly describe the different activities and their effects on teachers and students alike.*

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National Data Needs for Vocational Education, E. G. Hoachlander. This document addresses the historic problem of obtaining accurate, comprehensive data for vocational education. It reviews past efforts to collect national information on vocational education; examines the reasons collecting accurate, consistent data has proved so difficult; and turns to information that is needed for national policy and accountability.

1996 National Exemplary Career Guidance Programs: Making the Connection, E. S. Cunanan, C. Maddy-Bernstein. Presented in this report are the criteria used for the search for exemplary career guidance and counseling programs; the name, phone number, and address of a contact person for each exemplary program; and suggestions for effective program implementation.*

National Roster of Local Practices in the Integration of Vocational and Academic Education, M. E. Reid, M. Tsuzuki. The purpose of the National Roster is primarily to highlight programs that exhibit the "best practices" in the eight models of integration that NCRVE has identified to date.

New Designs for the Comprehensive High School, G. H. Copa, V. H. Pease. This report describes a new design for secondary schools in the United States. The design draws on a historical and international review of secondary school practices and on meetings with students, teachers, and members of the business community.

New Designs for the Comprehensive High School Videotape. This videotape is designed to be used in the training and technical assistance process of the New Designs project, showing the project in operation. Each program focuses on a particular feature of the New Designs specifications.

New Designs for the Two-Year Institution of Higher Education, G. H. Copa, W. Ammentorp. This comprehensive report describes the design process and specifications for effective 21st century community colleges, technical institutes, and private proprietary schools.

New Directions for Policy on Education for Work, E. G. Hoachlander. This article presents a broad framework for education policy. The author classifies the types of knowledge education should integrate as generic such as problem-solving and teamwork, industry relevant such as economics and history, and occupationally specific such as equipment and production skills.

New Directions in Vocational Education: Notes from a Presentation on the Perkins Reauthorization. Workpower: Policies, Programs, Professionalism for Employment and Training. This working paper looks at funding levels and themes (integration, articulation, and accountability) for the 1990 Perkins Act. This paper is from a presentation originally made at a conference on Workpower: Policies, Programs, and Professionalism in April of 1991.

New Limits to Growth: Economic Transformation and Occupational Education, R. J. Vaughan. This paper analyzes the causes of the squeeze between the growing need for skilled employees and the shrinking supply of well-educated people entering the workforce and how vocational programs can overcome it.

New Perspectives on Documenting Employment and Earnings Outcomes In Vocational Education, D.W. Stevens, J. Shi. This document introduces three decades of research, along with multiple concepts and measures of employment and earning. The authors look beyond the performance standards topic to satisfy the needs of local and state authorities who seek a better understanding of the employment affiliations and earning paths of former students.*

New Visions: Education and Training for an Innovative Workforce, L. McFarland. This publication provides definitive answers to the problems of reforming education and training to respond to changing global economic demands. It gives a glimpse of how the U.S. and European nations are addressing some of their greatest concerns.*

Novels and Short Stories About Work: An Annotated Bibliography, K. G. Koziol. This paper contains an annotated bibliography of novels and short stories from English, American, and international literature that deal with work. The introduction briefly explains the position of type of literature in the curriculum and suggests some ways to incorporate work literature into the classroom.

On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools, B. Heath-Camp, W. G. Camp, E. Adams-Casmus, B. A. Talbert, J. D. Barber. This monograph contains a continuing case study follow-up of two groups of beginning vocational teachers; data from nominal group technique sessions with sample of beginning teachers throughout the United States; findings from a national survey of first-year vocational teachers for the year 1989-90; and results of a national examination of exemplary induction assistance programs.

On Becoming a Teacher: "They Just Gave Me a Key and Said, 'Good Luck'", W. G. Camp, B. Heath-Camp. This working paper is based on the NCRVE research project begun in 1988. It focuses on beginning vocational teachers in two groups; those who are entering vocational education directly from college and those who are entering from an extensive occupational experience background.

On Becoming a Teacher: Vocational Education and the Induction Process, W. G. Camp, B. Heath. This working paper addresses how to improve the induction process for beginning vocational teachers. The research focuses on secondary level teachers who are education graduates, who have alternative certification, or whose certification is based on industry or business experience, and beginning postsecondary vocational teachers.

Opportunities Lost and Lessons Learned: Inside a Workplace Literacy Program, J. Kalman, K. L. Fraser. This paper describes a union-sponsored work-place literacy program conducted in a large metropolitan hospital.

Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs, W. N. Grubb, C. L. Brown, P. Kaufman, J. Lederer. This report to the U. S. Congress, the Secretary of Education, and the Secretary of Labor analyzes the coordination between vocational education and Job Training Partnership Act (JTPA) programs as required of the Center by the Carl D. Perkins Vocational Education Act.

Pandora's Box: Accountability and Performance Standards in Vocational Education, P. T. Hill, J. Harvey, A. Praskac. This study explores educational accountability in the United States; more specifically, its focus is accountability in education. The study considers both the way states and localities are coping with changes in state administration required by the Perkins Amendments of 1990 as well as their capabilities to advance accountability through performance standards.

Parental Aspirations for Children and Children's Aspirations: A Longitudinal Study of Educational and Career Aspirations Among Hyperactive and Nonhyperactive Children, R. G. Jennings. This book discusses the relationships between parental aspirations for their children and children's later aspirations and high school completion.

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics, P. Kaufman. This study uses nationally representative data to describe the features of schools that provide vocational training to large proportions of their special education students.

Pedagogical Pluses in Vocational Education, K. P. Cross. This document is the transcript of a speech given by the author. Issues of hyperactivity and learning problems among students are addressed in this document.

Performance-Based Occupational Math Requirements Assessment (OMRA): Implementation and Supporting Research, D. J. Pucel, J. Davis-Feickert, M. Lewis. This document is the first part of a two-part project designed to develop methods for determining the occupational math requirements of specific jobs and for determining the math skills possessed by individuals who may wish to enter those jobs.

Performance-Based Policy Options for Postsecondary Vocational Education and Employment Training Programs, E. G. Hoachlander. This publication explores issues surrounding the adoption of performance-based policies in postsecondary vocational education and employment programs.

Performance Measures and Standards for Vocational Education: 1991 Survey Results, E. G. Hoachlander, M. L. Rahn. NCRVE conducted a survey design to assess states' initial development efforts to assist states in developing performance measures and standards for secondary and postsecondary vocational education. This report summarized the findings from all fifty states.

Performance Standards for Vocational Education: National, State, and Local Implications (National Satellite Teleconference). This two-hour teleconference, held in May 1991, focused on the following aspects of performance standards: establishing a rationale for the importance of performance standards; examining different types of performance standards; exploring the use and impact of performance standards; and examining the requirements of the Perkins Acts as they relate to performance standards.

Polytechnical Education: A Step, R. H. Beck. This paper begins with observations on the ways in which the Marxist-Leninist ideology determined the development of polytechnical education. It discusses the essential structure of a polytechnical education--both urban and rural--and its implications for selected courses of study.

Postsecondary Vocational Education and the Sub-Baccalaureate Labor Market: New Evidence on Economic Returns, W. N. Grubb. This paper examines the returns to sub-baccalaureate credentials and course work, and particularly to postsecondary vocational education, by field of study and type of institution, using the postsecondary transcripts of the National Longitudinal Study of the Class of 1972. The results indicate substantial variety in the returns to different types of sub-baccalaureate education, and suggest clear differences between the sub-baccalaureate labor market and that for individuals with baccalaureate degrees.

Preparing Adult Immigrants for Work: The Educational Response in Two Communities, K. Ramsey, A. Robyn. This document presents the results of a two-year exploratory study of adult immigrant students' English-language instruction and vocational education needs and the response of postsecondary education providers to those needs.

Preparing Leaders for the Future: A Development Program for Underrepresented Groups in Vocational Education, J. Moss, Jr., S. Schwartz, Q. Jensrud. This program focuses on enhancing, adapting, and cultivating leader attributes for effective performance in vocational education leadership role.

Preparing Teachers to Successfully Integrate Vocational and Academic Education: A Case Study Approach, B. J. Schmidt, C. R. Finch, S. L. Faulkner, J. Kandies. Designed to be used in programs for teachers and administrators, these forty-six case studies map what works well in integration efforts and provide some examples of less successful strategies.*

Preparing Vocational Education Teachers for the 21st Century (National Satellite Teleconference). NCRVE conducted this national satellite teleconference on September 30, 1992. The purpose of this teleconference was to explore ways vocational teacher preparation could be aligned with educational reform, changing student needs, and changing workplace requirements.

Private Sector Instructors: The Nature of Effective Vocational Educators Working in Business and Industry, J. Leach. This reports presents findings from a two-year project to assess the professional knowledge and traits of vocational educators who work in business and industry settings.

Problem-Solving at a Circuit-Board Assembly Machine: A Microanalysis, J. Kleifgen, P. Frenz-Belken. The aim of this study was to describe workers' activities in a company that uses high-tech machines. This report focuses on machine operators' problem-solving actions at a computerized circuit board assembly machine.*

Proceedings for Forum on Integrating Occupational and Academic Education. This forum features papers from a number of individuals who have spearheaded exemplary programs that do, in fact, integrate occupational and academic education. This forum was sponsored by the NCRVE Inservice Project at Virginia Polytechnic Institute and State University.

Proceedings from a National Conference on Community College Professional Development: Sharing What Works, S. L. Faulkner, L. A. Beeken, L. A. Nay. This monograph is based on a national conference conducted in San Antonio, Texas by NCRVE. The conference resulted in the generation of thirty papers related to what works in community college professional development.

Proceedings from National Conference on Professional Development of Part-Time Occupational/Technical Faculty. These papers reflect the complexity of offering professional development to part-time faculty, but more importantly, they represent a notable attempt at meeting the needs of valuable professionals who add currency and community to community college instruction.

Professional Development of Beginning Vocational Teachers: Implementation System, B. Heath-Camp, W. G. Camp, E. Adams. This document is a five-guide series for the Professional Development of Beginning Vocational Teachers. This set of guides provides a detailed examination of the program for all participants.

Professional Development of Beginning Teachers: An Introduction to the Professional Development Program for Beginning Vocational Teachers, W. G. Camp, B. Heath-Camp, E. Adams. This document introduces and provides an overview of the Professional Development Program for Beginning Vocational Teachers. The guide is designed to be used by educational leaders who may be considering implementing such an induction assistance program.

Professional Development Programs, Leadership, and Institutional Culture: Lessons from a Study of Professional Development Programs for Community College Occupational-Technical Faculty, J. Hoerner, D. A. Clowes, M. V. Lichtman, M. T. Allkins. This report represents the results of a two-year study of professional development practices for occupational-technical faculty at junior, technical, and community colleges across the United States.

Professional Development that Supports Teachers' School-to-Work Transition Efforts, B. J. Schmidt, C. R. Finch, M. Moore. This document explores what teachers need to know for school-to-work programs to succeed, and what activities help them acquire this knowledge.

Professional Development of Teachers of Vocational Education, W. G. Camp. This paper proposes a research and theory-based model for the professional preparation and induction of vocational teachers. The model suggests a collaborative effort among teacher education institutions, State departments of education, local school systems, and, more importantly, local school teachers, in solving the problems involved in the professional preparation of teachers for vocational education.

Profiles and Best Practices: Exemplary Vocational Special Populations Programs, A. B. Matias, C. Maddy-Bernstein, Z. A. Kantenberger. This monograph discusses the characteristics shared by exemplary vocational special populations programs. The study recognizes less tangible elements which are important for success, such as belief in students' ability, creative problem solving, and high staff morale.*

Psychological and Interpersonal Characteristics of Excellent Two-Year Postsecondary Vocational-Technical Instructors, J. Leach. This reprint, originally published in the Winter 1991 issue of "Journal Studies in Technical Careers," reports on a study which identified the personality traits associated with excellent vocational-technical instructors.

Quality of Students' Work Experience and Orientation Toward Work, D. Stern, C. Hopkins, J. Stone III, M. McMillion. This article, reprinted from *Youth and Society* (December 1990), a Sage Publication, examines the relationship between job characteristics and students' attitudes toward work. The article indicates that students are more motivated when the conflict between work and school is minimized and when the job provides opportunities to use current skills and abilities and to learn new skills.

Quality of Work Experience as Perceived by Two-Year College Students in Co-Op and Non-Co-Op Jobs, D. Stern, J. Stone III, C. Hopkins, M. McMillion, H. Cagampang. Using a survey of working students in two-year colleges, some of whom are enrolled in cooperative education, the authors of this paper tested whether co-op and non-co-op students have different perceptions of their jobs and of the ways in which those jobs relate to their studies.

Reading, Writing, and “Arithmetic One More Time: The Role of Remediation in Vocational Education and Job Training Programs, W. N. Grubb, J. Kalman, M. Castellano, C. L. Brown, D. Bradby. This report examines the expanding programs that provide remedial education to individuals enrolling in various forms of job-related education and training, including postsecondary vocational education.

Reconstructing Urban Schools with Work-Centered Education/To Market, To Market . . . Too Soon?, W. N. Grubb. This report is a series of two articles, the first of which states that prepackaged materials work in ways hostile to the best elements of current reforms such as collaboration between teachers, improved pedagogy, and increased rigor of school programs. The second article describes how work-centered education can rejuvenate beleaguered urban schools.

Reforming Education for Work: A Cognitive Science Perspective, S. A. Raizen. This paper focuses on reform suggestions such as upgrading apprenticeship opportunities, freeing students from compulsory full-time attendance by age sixteen, forging strong links between schools and industry, and organizing training opportunities to be compatible with everyday life.

Research-Based Case Studies: Creating Resources to Assist Teachers in the Integration of Academic and Vocational Education, C. R. Finch, B. J. Schmidt, S. L. Faulkner, J. Kandies. This report documents the process used in creating NCRVE’s case studies workbook, which is designed for educators involved in integrating academic and vocational education. This methodological study will be an invaluable resource for anyone involved in creating and using research-based cases.

Research Priorities and Goals for Vocational Education Personnel Development, M. B. Griggs. This is a report on a project conducted to identify the expert opinions of vocational educators about the most critical research goals and problem areas in vocational education personnel development.

Research on School-to-Work Transition Programs in the United States, D. Stern, N. Finkelstein, J. Stone III, J. Latting, C. Dornsife. This report is intended to assist the design efforts of new School-To-Work systems by presenting the results of research on existing school-to-work programs in the United States.*

Resources to Facilitate the Transition of Learners with Special Needs from School-To-Work or Postsecondary Education, S. C. Kallembach. This document is an extension devoted to one of the national education priorities of the decade--the transition of special learners from school to work.

School Climate in Emerging Career-Oriented Programs: Students' Perspectives, V. Hernandez-Gantes, L. A. Phelps, J. Jones, T. Holub. The authors outline the challenges new career-oriented programs face in meeting all students' needs in increasingly diverse populations. The many quotations in this article bring to life students' excitement about education and work opportunities they might have otherwise missed.

School to Work, College, and Career: A Review of Policy, Practice, and Results 1993-1997, M. Urquiola, D. Stern, I. Horn, C. Dornsife, B. Chi, L. Williams, D. Merritt, K. Hughes, T. Bailey. This comprehensive report synthesizes the literature on school-to-work programs since 1993, the last NCRVE published a review of that literature. The authors make it clear that school-to-work, far from being a unitary concept, is a term that stands for a set of complex and varied initiatives.*

School-to-Work Facts. This booklet highlights some key facts about instruction and the work experience of students enrolled in the nation's secondary and postsecondary education system.

School-to-Work for the College Bound, T. Bailey, D. Merritt. By building the case for school-to-work as a college preparatory strategy, the authors hope to expand its use so that all students can benefit from it.*

School-to-Work Opportunities in the Middle School: Concepts and Issues, C. R. Finch, M. Mooney. This report focuses on greater communication between middle schools and the school-to-work community to explore these potentials which will enable school-to-work to benefit more students.*

School-to-Work Policy Insights from Recent International Development, D. Stern, T. Bailey, D. Merritt. This report, prepared for the U.S. Congress by NCRVE, describes how many industrialized countries are restructuring education to prepare students better for both higher education and careers.*

School-to-Work Transition: Educators' Roles. This teleconference, recorded November 9, 1994, includes an overview of school-to-work systems, a discussion of models of school-to-work systems, and an examination of issues and implementation strategies.

School/Work: Economic Change and Educational Reform, T. Bailey. The report argues that current initiatives which are often solely associated with vocational education can form the basis of an education reform strategy that applies to all students and schools.

Secondary and Postsecondary Vocational Education in Mississippi: An Evaluation, E. G. Hoachlander, C. L. Arnold, K. Levesque. This report is the result of a Commission on Work Force Excellence contracted with the National Center for Research in Vocational Education, which conduct a year-long study of the condition of vocational education in Mississippi.

Selected Vocational Preparation Resources for Serving Rural Youth and Adults with Special Needs (July 1991), S. C. Kallembach, Z. Burac, M. Coyle-Williams. This resource guide is intended to assist professionals in the field to locate needed resources.

Selected Vocational Preparation Resources for Serving Urban Youth and Adults with Special Needs (August 1991), S. C. Kallembach, Z. Burac, M. Coyle-Williams. This guide like its companion documents is intended to assist professionals in the field to locate needed resources.

Selection Bias and the Earnings Effects of Postsecondary Vocational Education, E. E. Zilbert, J. C. Hearn, D. R. Lewis. This reprint examines the potential for selection bias in the High School and Beyond national data sets as they might be used to estimate earnings effects resulting from postsecondary education. This article was originally published in 1992 in the Journal of Vocational Education Research (Vol. 17, No. 1).

Selection Resources to Facilitate the Transition of Learners with Special Needs from School-To-Work or Postsecondary Education, Vol. 2, S.C. Kallembach, Z. Burac, M. Coyle-Williams, J. Benesh, C. Bullock, L. Iliff. This document is intended to assist state and local administrators of vocational special needs, program, as well as educators, counselors, researchers, and policymakers, in locating resources for transition programs for youths and adults with disabilities.

Separating the Wheat from the Chaff: The Role of Vocational Education in Economic Development, W. N. Grubb, D. Stern. This paper outlines different conceptions of economic development and indicates when vocational programs might have positive effects on employment, wages, and productivity. This paper also investigates the possibilities and potential limits of customized training, one of the most popular recent forms of economic development.

Shared-Time Versus Full-Time Vocational High Schools in Delaware: An Assessment, E. G. Hoachlander, J. Tuma. This report summarizes the findings and recommendations of an assessment of shared-time area vocational/technical schools versus full-time vocational high school as requested by the Delaware Department of Public Instruction.

Skills and Security in Evolving Employment Systems: Observations from Case Studies, C. Brown, M. Reich, D. Stern. This document discusses an employment system emerging in the United States which is characterized by a high degree of employment security with flexible job assignments; employee involvement in problem solving and continuous improvement; and continuous training of employees.

Speaking About School Climate in Emerging Vocationalism: Voices of Diversity Within the School, V. Hernandez-Gantes, L. A. Phelps, J. Jones, T. Holub. The purpose of the study described in this report was to detail students' perspectives and experiences as they enter, participate, and graduate from programs of emerging vocationalism.

Staff Development Through Distance Education, B. J. Schmidt, S. L. Faulkner. This article, reprinted from the Fall 1989 "Journal of Staff Development" reviews the advantages and disadvantages of various models of delivering distance education including correspondence courses, radio, television, teleconferencing, audiotex, and computer conferencing.

State Councils on Vocational Education: Bridging the Gaps and Diminishing the Uncertainties, R. Ramirez, G. Swanson. This working paper, based on a presentation made in June 1990 at the National Convention of the State Councils on Vocational Education, gives a synopsis of how each act functions and the role that the State Councils on Vocational Education play.

State Systems for Accountability in Vocational Education, E. G. Hoachlander, K. Levesque, M. L. Rahn. This report summarizes the performance measures and standards that have been implemented nationwide as of fall 1992 and highlights examples of states' measures and standards that are clearly and precisely defined for various outcome areas.

Strategies for Linking Planning and Evaluation in Vocational and Technical Education, D. E. Elson, J. D. Oliver, D. C. Strickland. This document presents a literature review/synthesis, two national surveys, and case studies. Research shows that state-level planning and evaluation can be facilitated by clear leadership and policy focus, administrative commitment, interagency cooperation, some form of regional administrative structure, planning/evaluation and data collection systems, and comprehensive programs.

Strengthening Entrepreneurship in Communities: An Emerging Role in Postsecondary Education, V. Hernandez-Gantes, R. P. Sorensen, A. H. Nieri. This paper describes some of the preliminary results of a Center on Education and Work study that examines strategies for fostering entrepreneurship in schools through business incubators and postsecondary programs.

Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education, J. W. Little. This paper explores the ways in which perspectives on subject matter teaching and investments in departmental structure serve as resources obstacles in the pursuit of more closely integrated vocational and academic goals.

Structuring the Induction Process for Beginning Vocational Teachers, W. G. Camp, B. Heath-Camp. The authors review and synthesize the educational literature on professional development of teachers during the induction process with particular emphasis on implications for vocational education.

Student Perspectives on Career-Oriented Programs: A Commentary on the Research, F. Hammons. This article focuses on what students think of the new vocationalism. Themes identified by students are a strong support network in and out of school, exposure to career opportunities through counseling and work-site experience, and opportunities for higher education and work.

Students at Risk: Selected Resources for Vocational Preparation, S. C. Kallembach. This resource guide, intended for administrators, teachers, and others who serve at-risk students, contains relevant publications, agencies, organizations, clearinghouses, computer-based information networks, and newsletters.

Student At Risk: Selected Resources for Vocational Preparation, Vol. 2, S. C. Kallembach, Z. Burac, M. Coyle-Williams, J. Benesh, C. Bullock, L. Iliff. This resource guide is intended for administrators, teachers, and others serving at-risk students.

Student Services: Achieving Success for All Secondary Students, C. Maddy-Bernstein, E. S. Cunanan. This document will help secondary school administrators and teachers develop a coordinated and comprehensive program of student services, thus enabling increasingly diverse populations to learn well in school and to develop their potentials.*

Student's Indicators of Quality in Emerging School-to-Work Programs, L. A. Phelps, V. Hernandez-Gantes, J. Jones, D. Sanchez, A. H. Nieri. The quotations in this paper show how a career orientation in schools inspires students, as they speak enthusiastically about opportunities to connect school and work, to translate theories into practical applications.

Students with Limited English Proficiency: Selected Resources for Vocational Preparation, S. C. Kallembach, M. Coyle-Williams, M. Glaeser. This resource guide, intended for administrators, teachers, and other serving LEP students, contains relevant publications, agencies, clearinghouses, computer-based information networks, and newsletters.

Students with Limited English Proficiency: Selected Resources for Vocational Preparation, Vol. 2, S. C. Kallembach, Z. Burac, M. Coyle-Williams, J. Benesh, C. Bullock, L. Iliff. This guide was developed to help professionals assisting with the educational and career/vocational needs of LEP students.

Subject Matter of Vocational Education: In Pursuit of Foundations, G. H. Copa, E. Tebbenhoff. This is the first phase of a multi-year program of research addressing the subject matter of vocational education. The strategy was to form a study group on the nature of vocational education with representatives from various professions and academic disciplines.

Summaries of Policy Options Papers on Vocational Education. This publication contains summaries of the following prepared for federal briefings held by the center: "Exemplary Urban Career-Oriented High Schools"; Vocational Education for Special Populations: Options for Improving Federal Policy"; "Reforming Education for Work: A Cognitive Science Perspective"; and "Who Gets What and Why in Vocational Education."

Teacher Preparation, Qualifications, and Demand, C. R. Finch. This paper examines three important areas related to assessment: teacher preparation; teacher qualifications; and teacher demand, including the extent to which demand is being met. This working paper was originally prepared for the 1991 National Assessment of Vocational Education Design Conference.

Teachers' Roles in the Integration of Vocational and Academic Education, B. J. Schmidt, C. R. Finch, S. L. Faulkner, M. S. Isom, R. C. Magee, T. Fox. This document describes research identifying and documenting teachers' roles in vocational and academic education integration.

Teaching and Learning Generic Skills for the Workplace, C. Stasz, D. McArthur, M. Lewis, K. Ramsey. This product presents a cognitive science framework for defining what is meant by generic skills (as compared to domain-specific skills). Descriptions are given of several vocational classrooms which were visited.

Teaching for Transfer of Learning, R. Thomas, L. Anderson, L. Getahun, B. Cooke. A field study was designed to investigate the impact of the learning environment in terms of transferable learning by students. Four principles for guiding curricular decisions, instructional development, and teaching practices to enhance transfer of learning were identified and applied to the development of a learning environment in vocational education.

Teaching Problem Solving and Technical Mathematics Through Cognitive Apprenticeship at the Community College Level, S. Johnson, R. M. Fischbach. This paper describes and evaluates an instructional method called cognitive apprenticeship. An experiment compared the effectiveness of the cognitive apprenticeship approach to the traditional approach of teaching technical mathematics at the community college level.

Tech Prep: A Viable Solution for the Forgotten Half, J. Hoerner. This short article is based on a paper originally delivered at the ATEA Annual Conference, March 1991. The paper gives an overview of the need for Tech Prep programs and outlines a proposed work incentive model.

Tech Prep and Educational Reform, J. Hoerner. This paper presents the argument that, for Tech Prep to be successful, a philosophical mind set change must take place among all educators along with the adoption of a new mission for education.

Tech Prep: An Embryonic Idea and Divergent Practice, J. Hoerner, D. A. Clowes, T. Lachowicz, J. Wehrley, F. Hammons. This study presents practices and processes of articulated Tech Prep programs throughout the country as they existed in the Spring of 1991. The study is based on a comprehensive literature review, national survey, case study/site visits, and general observations of the project research staff.

Tech Prep: Developing Cooperative Programs and Partnerships. This two and one-half hour videotape is of a teleconference broadcast in October 1991. The teleconference was designed to acquaint vocational education leaders and the vocational education community with the federal guidelines for Tech Prep as well as with the elements of a successful Tech Prep program.

Tech Prep Implementation in the United States: Promising Trends and Lingering Challenges, D. D. Bragg, J. D. Layton, F. Hammons. This report presents the results of a 1993 survey completed by nearly four hundred local Tech Prep coordinators in the United States.

Tech Prep Leadership Summit: A Conference Report. The NCRVE-sponsored Tech Prep Leadership Summit was held in Chicago, Illinois, June 22-23, 1992. The summit report presents the results of summit participants' deliberations on a "national vision" for Tech Prep (including purpose, outcomes, target audience, and implementation strategies) and a review of the summit's panel discussions.

Tech Prep Programs: Issues in Implementing the Carl Perkins Amendments of 1990, W. N. Grubb. This working paper outlines several issues that federal and state policymakers face in implementing the Perkins Amendments of 1990.

Tech Prep/School-to-Work Partnerships: More Trends and Challenges, D. D. Bragg, P. A. Puckett, W. Reger IV, H. S. Thomas, J. Ortman. This report analyzes local Tech Prep programs in terms of their goals, outcomes, state of implementation, and, in particular, their connections to school-to-work programs.*

Tech Prep: So Much Promise, So Much Work, G. C. Hayward. This study is particularly timely, given that Tech Prep programs are currently "competing" with other school-to-work programs for favor and related funding. Applying the author's critiques to existing programs is a helpful way to chart future directions.

Tech Prep: Where are We Now?, D. D. Bragg. This article, which was originally published in Vocational Education Journal, April 1995, contends that the purpose of Tech Prep has expanded beyond what could only have been envisioned a decade ago. This paper outlines both challenges and accomplishments of Tech Prep to date.

Technical and Symbolic Knowledge in CNC Machining: A Study of Technical Workers of Different Backgrounds, L. M. W. Martin, K. Beach. This report looks at the domain of skilled machining. The authors were interested in finding out what happens when people introduce a new symbol system into their work routines and how this can inform recommendations about training for new technologies.

Technology Education and the Cognitive Revolution, S. Johnson, R. Thomas. Five broad, general principles, emanating from the cognitive research literature, are discussed in this article: making thinking and learning easier, building on what students already know, facilitating information processing, facilitating "deep thinking," and making thinking processes explicit.

Teen Parents: Selected Resources for Vocational Preparation, S. C. Kallembach, M. Coyle-Williams, M. Glaeser. This resource guide, intended for administrators, teachers, and others serving teen parents, contains relevant publications, agencies, organizations, clearinghouses, computer-based information networks, and newsletters.

Teen Parents: Selected Resources for Vocational Preparation, Vol. 2, S.C. Kallembach, Z. Burac, M. Coyle-Williams, J. Benesh, C. Bullock, L. Iliff. This was developed to help professionals assisting with the education and career/vocational needs of teen parents.

Testing and Assessment in Secondary Education: A Critical Review of Emerging Practices, C. Hill, E. Larsen. This review of alternative assessment practices claims that authentic assessment can provide powerful leverage in reforming education, but is crucially dependent upon administrative support.

The Challenge to Change, W. N. Grubb. This article, reprinted from the February 1991 issue of the "Vocational Education Journal," describes three successful approaches to integrating vocational and academic education. The programs that were examined included occupational clusters and career paths; the academy model; and integrating vocational and academic course work.

The Cunning Hand, The Cultured Mind: Models for Integrating Vocational and Academic Education, W. N. Grubb, G. Davis, J. Lum, J. Plihal, C. Morgaine. This document identifies and examines eight integration models, each with several variations. Many approaches to integrating vocational and academic education exist.

The Developing Vocational Education and Training System: Partnerships and Customized Training, W. N. Grubb. This article, reprinted from the Proceedings of the Tenth Annual Rupert N. Evans Symposium (May 1989) focuses on a particular kind of partnership-customized training.

The Directory of Human Resources to Better Serve Learners with Special Needs in Vocational Education, S. C. Kallembach. This directory contains names and addresses of contact persons in state and national agencies, associations, organizations, clearinghouses, centers for education information and services, curriculum centers, computer-based information networks, and databases.

The Economic Imperative Behind School Reform: A Review of the Literature (Working Paper), C. Stasz. In this working paper, the author synthesizes and critiques the evidence of a skills gap--a mismatch between skills learned in school and those required in jobs created by today's economy.

The Effect of Functional Flow Diagrams on Apprenticeship Aircraft Mechanics' Technical System Understanding, S. Johnson, R. E. Satchwell. This paper describes an experimental study that tested the impact of one type of conceptual illustration on students' understanding of the structure, function, and behavior of complex technical systems.

The Effect of Functional Flow Diagrams on the Technical System Understanding of Apprentice Aircraft Maintenance Mechanics, S. Johnson, R. E. Satchwell. This paper describes a study that tested the effectiveness of concept maps for teaching about technical systems. Implications of using concept maps for technical instruction are discussed and recommendations for future research are provided.

The Effectiveness of New York City's Career Magnet Schools: An Evaluation of Ninth Grade Performance Using an Experimental Design, R. L. Crain, A. L. Heebner, Y. P. Si, W. J. Jordan, D. R. Kiefer. This report provides information on the effectiveness of New York City's Career Magnet Schools.

The Impact of Career Magnet High Schools: Experimental and Qualitative Evidence, A. L. Heebner. This study focuses on New York City's magnet schools which offers a promising blend of college and vocational preparation that helps a diverse range of students.

The Interrelation of Work and Family: A Missing Piece of Vocational Education Research Agenda, W. L. Way, M. M. Rossman. This paper addresses a serious gap in vocational education research: the interaction between preparation for work and preparation for other life roles such as family.

The National Assessment of Vocational Education "What It Says and What It Should Say", A Symposium. This document contains the proceedings of a symposium held at the 1989 AVA Convention. The symposium addressed national assessment, what it is, and what it should be.

The New Limits to Growth: Economic Transformation and Vocational Education, R. J. Vaughan. This article, reprinted from the February 1991 issue of Phi Delta Kappan, examines the role of education, specifically vocational education, in today's changing economy. The author argues that vocational education is no longer "an alternative to academic skills," but instead is "vital for everyone's career preparation."

The New Vocationalism in Urban School Reform, K. Ramsey. This publication focuses on the future of the new vocationalism and maps out the most promising strategies for educators and policymakers to pursue.

The Occupational Education Administrator's Role in Developing a Competent Workforce: Case Studies for Success, C. R. Finch, S. L. Faulkner. Innovative leadership is often the driving force behind successful programs in vocational education. Through several-statewide nomination and interview process, four case studies were developed which focus on administrators' successes in developing a competent workforce.

The Opportunities for "School-to-Work": National Study of Work-Based Learning in U.S. Community Colleges, D. D. Bragg, R. E. Hamm. This article assesses the opportunities for school-to-work efforts by scrutinizing existing community college work-based learning programs. The authors highlight five success factors common to high-quality programs: dedicated leadership, partnership with local industry leaders, a commitment to excellence, integration within the curriculum, and adequate financial support.

The Promises of Consolidation: Three Pitfalls, Three Solutions, W. N. Grubb. This was included as part of a recent Capitol Hill presentation on legislative principles for promoting career-related education and training.

The Returns to Education and Training in the Sub-Baccalaureate Labor Market: Evidence from the Survey of Income and Program Participation, 1984-1990, W. N. Grubb. This publication analyzes data and estimates the benefits of different levels of education. The analysis also looks at other variables that might explain variation in earning, including race and ethnicity, family background, region of the country, and several measures of labor market experience.*

The Role of Communication in Administrative Leadership, C. R. Finch, J. A. Gregson, S. L. Faulkner. This article summarizes the results of a study that examined communication as an integral part of leadership. The study considered both the breadth and depth of communication as practiced in educational settings.

The Role of Family in the Educational and Occupational Decisions Made by Mexican-American Students, K. Clayton, G. Garcia, Jr., R. Underwood, P. McEndree, R. Shepherd. This study examines the role of parental influence in educational and occupational decisions made by Mexican-American students.

The Role of the Urban Community College in Educational Reform, D. D. Bragg, J. D. Layton. The authors study of Tech Prep reforms in urban community colleges reveal that the partnerships between secondary and postsecondary schools are tenuous at best. The study also surveyed Tech Prep coordinators about the most serious barriers of Tech Prep implementation.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

The Role of Vocational Education in Restructured Schools (National Satellite Teleconference). The objectives of this teleconference were to describe different approaches to restructuring, to provide specific examples of the role of vocational education in restructuring, to discuss the leadership necessary for restructuring, to describe how restructuring can facilitate the integration of vocational and academic education, and to discuss how students benefit from restructuring when vocational education becomes an integral part of their educational experience.

The Scope and Direction of Adult Vocational Education in the '90s: Notes from a Seminar Presentation, W. T. Price, Jr., B. L. Reece. This working paper was originally presented during the 1989 Marketing Education Research Dissemination Seminar. The paper gives the results of an investigation into the scope and direction of adult vocational education in the U.S.

The Transition to Stable Employment: The Experience of U.S. Youth in Their Early Labor Market Career, J. A. Klerman, L. Karoly. This report uses data from the National Longitudinal Survey--Youth to examine the dynamics of the labor market experiences of young people entering the labor market.

The UAW Joint Funds: Opportunities and Dilemmas for Postsecondary Vocational Education, L. A. Phelps, D. Brandenburg, J. Jacobs. This report examines the impact of Joint Funds on postsecondary vocational-technical education programs in five community colleges in Illinois and Michigan.

Their Chances? "Slim and None": An Ethnographic Account of the Experiences of Low-Income People of Color in a Vocational Program and at Work, G. Hull. This document argues that the unquestioned connection between the acquisition and possession of basic skills and the opportunity to display and use them for advancement is "shot full of holes" and that other factors must be examined.

Training for Basic Skills or Educating Workers?: Changing Conceptions of Workplace Education Programs, K. Schultz. This paper takes a critical look at workplace education programs through an examination of their assumptions about literacy, curriculum and curriculum development, teachers and teaching, and learners and learning.

True Reform or Tired Retread? 7 Questions to Ask About School-to-Work Programs, W. N. Grubb. This publication lists seven specific issues that school-to-work programs must confront and explores potential problem areas of the school-to-work vision.

Two Worlds: Vocational and Academic Teachers in Comprehensive High Schools, J. W. Little. This paper attends to the place that vocational and academic teachers occupy two separate worlds in comprehensive high schools. Vocational teachers have remained nearly invisible in the mainstream literature on high schools, despite the considerable attention devoted to the programs and prospects of a vocational curriculum.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Understanding the Skills Gap: Approaches from Job Analysis (Working Paper), L. M. Hauser. This report is an innovative effort to bring together the fields of industrial and cognitive psychology with school-to-work transition literature.

Users' Manual for the Basic Math Mastery Tests, D. J. Weiss, R. J. Trombley, N. Y. Cassuto. The Basic Math Mastery Tests (BMMT) system is a microcomputer-based mastery testing system designed to assess the basic mathematics skills of students entering vocational education programs.

Using Cognitive Task Analysis, S. Johnson. This article, reprinted from the September 1989 "Instructional Microcomputing Newsletter," discusses the use of cognitive task analysis to study how novices and experts troubleshoot problems in industrial settings.

Using Professional Development to Facilitate Vocational and Academic Education Integration: A Practitioner's Guide, C. R. Finch, B. J. Schmidt, S. L. Faulkner. This guide describes professional development approaches that can be used to assist administrators, teachers and counselors in integrating vocational and academic education. These approaches should be of value to anyone who is currently initiating or planning to establish integrated programs.

U.S. Enrollment Patterns in Secondary Vocational Education: A Status Report (1983-1990) D.C. Strickland, D. E. Elson, N. R. Frantz. This report profiles the status of secondary school study participation in vocational programs across the United States. Data collected through three surveys taken between 1988 and 1990 were used to obtain the student participation information.

Vocational and Academic Teachers Work Together, R. H. Beck, G. H. Copa, V. H. Pease. This three-page reprint, originally published in the October 1991 issue of "Educational Leadership," reports on a project in which teachers from vocational and academic areas interacted and reinforced each other.

Vocational Education, G. H. Copa, C. Bentley. This document, reprinted from the 1992 "Handbook of Research on Curriculum" describes the development of vocational education as a curricular category, and then gives an overview of current research and implications for further research.

Vocational Education, the General Equivalency Diploma, and Urban and Minority Populations, F. L. Rivera-Batiz. This report on the first nationally representative analysis of the GED and the labor market shows that for whites the GED and high school diploma are equivalent, but for blacks and hispanics a high school diploma results in significantly higher gains than a GED.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Vocational Education: Germany and the United States, V. D. Rust, H. R. Silberman, M. B. Weiner. This volume is an outgrowth of a symposium held in Los Angeles, California, from November 16-18, 1989. The volume is divided into four sections: Sections I and II provide an introduction and a number of conceptual papers. Section III, gives a number of case studies, and Section IV provides the reader with some comparative input between Germany and the U.S.

Vocational Education Leadership Development Resources: Selection and Application, C. R. Finch, J. A. Gregson, C. E. Reneau. Presented in this report are several ways that leadership challenges may be met. The context for leadership development resources is presented, including discussions about contemporary leadership development arrangements and leadership development program concerns.

Vocational Education for Special Populations: Recommendations for Improving State Policy, L. A. Phelps, T. R. Wermuth, R. L. Crain. This report examines central issues using longitudinal and program evaluation data. Several strategies for state planning and policy development are outlined, which illustrate how the new Perkins Act can be used to improve services and outcomes for special population students.

Vocational Education: A Success Story, L. Collins, A. Just. This article, reprinted from THRUST (May/June 1990), describes the successful characteristics of the Southern California Regional Occupational Center.

Vocational Preparation and General Education, R. H. Beck. This is the second of three papers having to do with the collaboration of teaching in the academic as well as the vocational fields.

Vocational Teacher Education: A Context for the Future, R. Lynch, M. B. Griggs. This paper discusses the perceived effects of nationally posited and state-mandated reforms in teacher education upon vocational teacher education. Issues such as initial state certification requirements, teacher testing, and program or curricular changes are addressed.

Voices of Diversity in Programs Linking Education and Work, V. Hernandez-Gantes. This series of briefs highlights findings derived from a national study of students enrolled in programs structured by current education reform ideas. Of particular interest were the perspectives of students who are traditionally underrepresented--females, Latinos, and Asians.*

The briefs include:

Building A School Climate Conducive to Learning. What students perceive as necessary for a good education.

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Connecting Education and Work Through Authentic Instruction. Problem solving, research projects, and critical thinking activities integrated into authentic instructions.

Gender Perspectives on Programs Linking Education and Work. Equity and access in programs linking education and work.

Grounding Career Development in Authentic Learning Activities. Considerations for enhancing students' career development.

Learning from Students' Perspectives on Programs Linking Education and Work. Background information on the study design and the participants and procedures. The five secondary and four postsecondary sites participating are described.

Quality Indicators of Programs Linking Education and Work. Student perspectives on three major reform efforts.

What New Teachers Need to Succeed, B. Heath-Camp, W. G. Camp. This three-page reprint, originally published in the May 1990 issue of "Vocational Education Journal," reports that fifteen percent of teachers leave the profession after their first year of teaching and fifty percent leave within the first six years.

What Teachers Learn in High School: Professional Development and the Redesign of Vocational Education, J. W. Little. This paper offers a new understanding of professional development, one rooted less in bolstering the skills of individual teachers and more in transforming the high school as a whole.

What Works When Teachers Integrate Vocational and Academic Education, B. J. Schmidt. This publication highlights outcomes of a project that focused on identifying strategies used at three pilot site schools and examining faculty and administrators' perceptions of the strategies.

When is a Vocational Administrator Effective as a Leader? J. Moss, Jr., C. R. Finch, B. C. Johansen. NCRVE conducted a series of three studies which reveal a strong relationship between the postulated leadership attributes and effectiveness. This reprint, first published in the Summer 1991 issue of the "Journal of Industrial Teacher Education," presents data from these three studies.

Who Gets What and Why: Curriculum Decision making at Three Comprehensive High Schools, M. Selvin, J. Oakes, S. Hare, K. Ramsey, D. Schoeff. This paper presents case studies of three high schools, undertaken to learn how high school administrators, teachers, counselors, and students characterized the academic and vocational course offerings and the student placement and counseling processes at their schools.

Work-Based Learning in Two-Year Colleges in the United States, D. D. Bragg, R. E. Hamm, K. A. Trinkle. This report documents the first of two studies on the status of work-based learning in America's community, junior, and technical colleges. The intent of the first study was to determine the aggregate depth, scope, and quality of work-based learning in the nation's two-year colleges.

Work Experience for Students in High School and College, D. Stern, M. McMillion, C. Hopkins, J. Stone III. This article, reprinted from "Youth and Society" (March 1990), A Sage Publication, discusses the integration of work experience with high school and college courses. The authors review some of the evidence on the increasing demand for learning at work.

Work on the Margins: The Experience of Vocational Teachers in Comprehensive High Schools, J. W. Little, S. W. Threatt. A three-year study of "teachers' worlds" in five comprehensive high schools contributes to the evolving debate over what is and should be fundamental to secondary education.

Workplace Literacy: Is There a Role for Vocational Institutions?, T. Lewis, M. B. Griggs, S. Flister, A. Konare, J. M. Githeko, N. C. Chemengen. This report examines five case studies of workplace literacy initiatives. The study's intent was to resolve the question of whether vocational institutions can claim uniqueness or a comparative advantage over other providers in the workplace literacy enterprise.*

Workplace Skills in Practice: Case Studies of Technical Work, C. Stasz, K. Ramsey, R. Eden, E. Melamid, T. Kaganoff. The authors of this study test the belief that a "skills gap" threatens American productivity by examining four diverse firms to see what skills and work attitudes are actually required. The study confirmed the importance of problem-solving, decision-making, communication, and teamwork required in the new competitive business environment.

Young Men and the Transition to Stable Employment, J. A. Klerman, L. A. Karoly. The article explores whether the characterization of the U.S. education system as failing to provide a smooth transition from high school to the labor market for the average student is accurate.

NATIONAL WORKPLACE LITERACY PROGRAM

NATIONAL WORKPLACE LITERACY PROGRAM

The National Workplace Literacy Program provides financial assistance for projects to improve the productivity of the workplace through the improvement of literacy skills by providing adult literacy and other basic skills, services, and activities; to provide adult secondary education services and activities which may lead to a high school diploma or its equivalent; to provide education counseling, transportation, and non-working hours child care services to adult workers while they participate in a program; to demonstrate work-based curriculum and teaching methods, such as simulations and team approaches.

Eligible applicants included partnerships comprising one partner from each of the following two groups: (a) a business, industry, labor organization or private industry council; and (b) a state or local education agency, an institution of higher education or school (including an area vocational school, an employment and training agency, or a community-based organization).

No additional funding was appropriated to continue this program.

For further information, contact:

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NATIONAL WORKPLACE LITERACY PROGRAM

A Curriculum Guide. This guide summarizes the goals and objectives of the instructional programs and describes how materials were selected, adapted, and/or developed. It includes sample modules in the areas of English as a Second Language (ESL), math, writing, safety, sanitation, intercultural relations, problem solving, and communication skills. The modules have sample self-contained mini-lessons. The mini-lessons are designed so that employees do not have to attend classes or tutorials but can study/work on the materials when they have time. Contact: Noelani Ching, University of Hawaii at Manoa, Project Believe, 2530 Dole Street, Sakamaki D-200, Honolulu, Hawaii 96822, Telephone: (808) 956-7834, Fax: (808) 956-3374, Award Period: February 1995-January 1998.

A Guidebook for Administrators and Instructors Providing Workplace Education to the Health and Manufacturing Industries, J. F. Bitterman, 1996. This 125 page looseleaf publication provides background on college involvement in workplace education. It also discusses methods and techniques for delivering on-site training. Contact: Claude Grant, Bronx Community College, Workshops in the Workplace, W. 181st Street and University Avenue, Bronx, New York 10453, Telephone: (718) 289-5174, Fax: (718) 289-6018, Award Period: November 1994-October 1997.

A Program Handbook to Meet the Essential ESL and Literacy Needs of the Baking and Health Care Industries. This handbook contains a brief history of the project and documents its successes and failures; evaluates its effectiveness; and suggests ways to increase its impact. It also includes sections on teaching techniques and strategies and the project's administrative procedures. Contact: Noelani Ching, University of Hawaii at Manoa, Project Believe, 2530 Dole Street, Sakamaki D-200, Honolulu, Hawaii 96822, Telephone: (808) 956-7834, Fax: (808) 956-3374, Award Period: February 1995-January 1998.

Applications of Learning, B. Hewey. This booklet contains examples of computer-generated, workplace-specific documents designed and created by learners in a workplace application class. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Applied Workplace Technology. This product introduces a three-phase program that teaches students basic computer skills that integrates reading, writing, and problem solving into its curriculum. The first phase is computer terminology and trouble shooting. The second phase is hands on exercises with D.O.S. The third phase is hands on exercises with windows. Contact: Sue Barker, Northeast Texas Community College, The Northeast Texas Adult Education Rural Workplace Literacy Program, P.O. Box 1307, Mount Pleasant, Texas 75456, Telephone: (903) 572-1911, Fax: (903) 572-6712, Award Period: October 1994-October 1997.

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Authentic Text: The Published Personal Narratives of Adult ESL Learners, N. J. Dikeman. This book studies the impact of publishing on literacy in the lives of ESL learners. It includes interviews with learners and teachers. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Baldor Basic Blueprint Reading: Motor Operations. This course covers four areas of basic blueprint reading and essential skill building. The first chapter covers the title block and alphanumeric reading skills. The second chapter deals with specific company documentation pertaining to the Motor Operations department. The third chapter involves understanding blueprint information, and chapter four covers the various line types used in blueprints. Contact: Wilma Sheffer, St. Louis Community College, The New Paradigm for Effective Workforce Skills, 5600 Oakland Avenue, St. Louis, Missouri 63110-1393, Telephone: (314) 644-9603, Fax: (314) 644-9982, Award Period: November 1994-March 1998.

Baldor Basic Workplace Communication. This course includes discussion and activities pertaining to motivation, leadership styles, understanding different perspectives, listening, questioning, verbal and nonverbal communication. Contact: Wilma Sheffer, St. Louis Community College, The New Paradigm for Effective Workforce Skills, 5600 Oakland Avenue, St. Louis, Missouri 63110-1393, Telephone: (314) 644-9603, Fax: (314) 644-9982, Award Period: November 1994-March 1998.

Basic Blueprint Reading: Laminating. This book covers four areas of basic blueprint reading. The first chapter covers the title block and alphanumeric. The second chapter deals with specific company documentation pertaining to the lamination department. The third chapter involves understanding blueprint information and chapter four covers the various line types used in blueprints. Contact: Wilma Sheffer, St. Louis Community College, The New Paradigm for Effective Workforce Skills, 5600 Oakland Avenue, St. Louis, Missouri 63110-1393, Telephone: (314) 644-9603, Fax: (314) 644-9982, Award Period: November 1994-March 1998.

Basic Blueprint Reading: Stamped Parts. This book covers four areas of blueprint reading. The first chapter covers the title block and alphanumeric. The second chapter deals with specific company documentation pertaining to the Stamped Parts department. The third chapter involves understanding blueprint information while chapter four covers the various line types used in blueprints. Contact: Wilma Sheffer, St. Louis Community College, The New Paradigm for Effective Workforce Skills, 5600 Oakland Avenue, St. Louis, Missouri 63110-1393, Telephone: (314) 644-9603, Fax: (314) 644-9982, Award Period: November 1994-March 1998.

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Basic Chemistry Course. This course teaches employees without a chemical background elementary chemical concepts so they may have a better understanding of the processes used in the production of portland cement. The course stresses the importance of chemistry in the cement making process. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Basic Skills for Gauges and Measurement. This course serves as a continuation of Baldor's Basic Blueprint Reading. The course focuses on the use of various dial calipers, micrometers, (both with and without verniers) and gauge blocks to perform mathematical calculations. Contact: Wilma Sheffer, St. Louis Community College, The New Paradigm for Effective Workforce Skills, 5600 Oakland Avenue, St. Louis, Missouri 63110-1393, Telephone: (314) 644-9603, Fax: (314) 644-9982, Award Period: November 1994-March 1998.

Bloodborne Pathogens. This one hour course focuses on informing employees and employers of the risks of occupational exposure to blood borne pathogen and how to reduce these risks. The course (in a lecture format) includes specialized medical terminology, statistical data on infectious diseases and scenarios for individual and group discussion. Specific topics include (1) definitions and descriptions of life threatening diseases such as Hepatitis B and HIV; (2) determining who has reasonable risk of exposure; (3) preventing exposure, and; (4) reporting an exposure incident. Hypothetical situations (related to the job) are created to generate class discussion and reinforce appropriate terminology and concepts. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4260, Fax: (717) 327-4298, Award Period: November 1994-October 1998.

Blueprint Reading. Basic skills include math and reading for mathematical interpretation. This curriculum is beginning blueprint reading. Contact: Sue Barker, Northeast Texas Community College, The Northeast Texas Education Rural Workplace Literacy Program, P.O. Box 1307, Mount Pleasant, Texas 75456, Telephone: (903) 572-1911, Fax: (903) 572-6712, Award Period: October 1994-October 1997.

Casco Bay Partnership (CBP) for Workplace Education Brochure. This project Brochure highlights CBP program characteristics, with sampling of course offerings. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

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Casco Bay Partnership News, Project Newsletter. Editions of the CBP newsletter provides readers with a mixture of articles on Workplace Education, CBP initiatives, and site news updates. Workers, managers, and workplace educators provide contributions for the product. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Casco Bay Partnership Portfolio, L. Evans, 1997. This document provides readers with articles and artifacts documenting the history and work of the Casco Bay Partnership. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Communication Framework, CBP Communication Strand Members. This paper outlines assumptions held by CBP regarding teaching communication; it includes theories of communication competencies and best practices. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Communication I. This workshop familiarizes the participant with the basics of communications. Major emphasis is on the meaning of communication and the importance of clear communication. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Communication II. This workshop is a continuation of Communication I. However, Communications I is not a prerequisite. The fast-paced two-hour workshop covers verbal and non-verbal language, body language, constructive feedback, and conflict resolution. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Contributing Factors that Support Institutionalization. This report provides information on determining factors that support key institutionalization based on interviews with past National Workplace Literacy Program participants. Contact: John Uvin/Olivia Steel, Massachusetts Workplace Literacy Consortium, 350 Main Street, Malden, Massachusetts 02148, Telephone: (617) 388-3300, Fax: (617) 388-3394, Award Period: November 1994-October 1997.

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Creativity at Work. This booklet includes creative works by the learners. The publication serves as tangible evidence that, while the project's goal has been to integrate work and learning, it could only reach that goal by first understanding how each learner has integrated life and learning. Contact: Edward E. Raspiller, The Dial Corp's Integrating Work and Learning Project, Southeastern Community College, 2467 Henry Lodyn Drive, Fort Madison, Iowa 52627, Telephone: (319) 463-6348, Fax: (319) 463-7622, Award Period: October 1994-September 1997.

Cross-Cultural Communication: Valuing Differences in the Workplace, D. Bouchard, 1996. This document provides curriculum on cross-cultural awareness for mixed groups of native and non-native speakers of English. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Curriculum Guide for Computer Writing, J. DiMillo. This guide provides curriculum for new computer users and writers with appendices of student writings, and readings. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Electricity Course Outline. This course introduces the basic principle of electrical theory as applied to electrical circuits and devices such as transformers, inductors, and capacitors. Course participants gain: (1) a basic understanding of the fundamental principles of electrical theory; (2) specific knowledge of the way electrical devices operate; and (3) practical hands-on experience. The text for the course is Basic Electricity Reviewed published by NUS Training Corporation. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Empathic Communication, A. LeCompte, 1995. The curriculum for this course is based on an empathic model that includes both a facilitator's and participant's manual. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

ESOL Board Game, J. Kirk, 1997. This board game aides participants with building their workplace-specific knowledge including safety materials, vocabulary, and interactions with staff. The board layout replicates the floor layout of the manufacturing facility for dissemination purposes: game questions are available. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

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ESOL Framework, CBP ESL Strand Members, 1996. This guide summarizes the principles of adult language acquisition for ESOL learners, includes classroom implications and techniques for implementation. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

ESOL Listening Tapes, C. Austin, J. Zavez. These tapes use site-specific language to improve listening comprehension in the following areas: directions, understanding questions and conversations. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

ESOL Workplace Photos and Lesson Plans, CBP ESL Strand Members, 1996. These lesson plans based on site-specific photographs covers safety, equipment, machinery, and job procedures. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Essential Skills for the Care Team: Tier 1. A twenty-four hour curricula for newly hired Certified Nursing Assistants and Home Health Aides. Included also are a companion trainer's manual to support twenty-four hour curricula and a ninety minute videotape, including a facilitator's guide addressing the particular learning style needs of Certified Nursing Assistant and Home Health Aides population entitled "Learning Strategies." Contact: Christine Katchmar, The Research Foundation of SUNY University at Albany, 135 Western Avenue, Rich Hall, Room 301, Albany, New York 12222, Telephone: (518) 442-5709, Fax: (518) 442-5768, Award Period: January 1995-December 1997.

First Chicago/NBD Curriculum Report. This report contains a description of the collaborative public and private sector model to provide adult literacy and basic skills services and to increase productivity, and self-esteem for employees. This report also contains an analysis of the results from the literacy audits, and curriculum overviews in terms of outcomes, numbers of hours, assessment, training approach, and material designs. Contact: Tamara Baloun, First Chicago Corporation, One First National Plaza Mall, Suite 0008, Chicago, Illinois 60670, Telephone: (312) 407-5195, Fax: (312) 407-1391, Award Period: November 1994-October 1997.

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From Classroom to Computer Screen: NWLP Software, A Set of Computerized Garment-Related Bilingual (English and Chinese) Literacy Lessons. This document (138 pages) describes how NWLP Software was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Next, it indicates how NWLP Software was designed to supplement the NWLP curriculum and to reinforce the classroom instruction. A set of computerized garment-related bilingual lessons directly printed out from the computer are included and six floppy disks are enclosed for installation. Contact: Ivy Au Tse, Chinatown Manpower Project, Inc., 70 Mulberry Street, New York, New York 10013, Telephone: (212) 571-1694, Fax: (212) 571-1684, Award Period: January 1995-December 1997.

From Theory to Practice: A Set of Garment Related ESL Curriculum. This document describes how a set of workplace literacy curriculum was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Then, it proceeds to discuss the rationale and research procedures of how the curriculum was developed. Contact: Ivy Au Tse, Chinatown Manpower Project, Inc., 70 Mulberry Street, New York, New York 10013, Telephone: (212) 571-1694, Fax: (212) 571-1684, Award Period: January 1995-December 1997.

Global 2000 National Workplace Literacy Program Video. This video describes the Adult Diploma Program (ADP) for people who have not completed high school, and the workplace education classes in English as a Second Language (ESL). The video features three students who have made remarkable progress, and two who have received job promotions because of their participation in Global 2000. It also examines the impact Global 2000 has had on sponsoring companies. One participating company, Fire Control Instruments, conducted a survey that showed a vast improvement in productivity because of Global 2000. Contact: Lloyd David, Continuing Education Institute, Inc., 35 Highland Circle, Needham, Massachusetts 02194, Telephone: (617) 449-4802, Fax: (617) 449-4878, Award Period: October 1994-June 1998.

Hazardous Communication Training. This course incorporates a workplace reading skill's development program into a mandatory training program. The primary focus is on enhancing reading comprehension skills, understanding specialized terminology, and increasing conventional vocabulary through the use of technical manuals, data sheets, safety manuals, and on job analysis sheets. This one and one-half hour course uses individual and group activities to identify hazardous chemicals and define the problems associated with their use. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4277, Fax: (717) 327-4298, Award Period: November 1994-October 1998.

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Hearing Conservation. This is a one hour instructional unit that includes reading and charting audiograms, graphs, statistics, anatomy, and technical terminology/vocabulary related to the ear and hearing protection. This course is primarily in lecture format which includes questions and statements for small and large group discussion. The activities focus on charting hearing loss using actual audio grams, reading charts and graphs associated with occupational noise exposure, and using data from testing to determine effectiveness of noise suppression devices. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4277, Fax: (717) 327-4298, Award Period: November 1994-October 1998.

IDEAL Curriculum: The Learning Foundations Course Is Called IDEAL. This course centers around a problem solving model and has learners solving different problems using the various steps of the model. IDEAL, was developed by cognitive psychologists and organizational behaviorists from Vanderbilt University and Tennessee Technological Institute. Contact: Carol Thigpin, Project Worksmart, Nashvilleread, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

Integrating Work and Learning (IWAL): Our Journey. This manual was developed as part of the IWAL project's presentation at the Workplace Learning: Shaping the Future conference in Wisconsin, April 97. It includes a discussion of roadblocks and detours the project experienced, sample communication and problem solving exercises, rules and uses for IWAL's Strategic Scrabble (including a discussion of game-playing as a learning tool), and a section on using portfolios as an assessment tool for writing. Contact: Edward E. Raspiller, The Dial Corp's Integrating Work and Learning Project, Southeastern Community College, 2467 Henry Ladyn Drive, Fort Madison, Iowa 52627, Telephone: (319) 463-6348, Fax: (319) 463-7622, Award Period: October 1994-September 1997.

Introduction to Measurement. This course focuses on the primary measurement devices used in wirerope production. The training includes conventional micrometers; dial micrometers; tape measures; and feeler gauges in practical, hands-on instruction. This two hour course uses micrometer scales as a vehicle for math instruction in conjunction with technical manuals. Specific terminology includes readability, reliability, discrimination, amplification, graduations, and calibration, and the principle parts of micrometer are emphasized. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4277, Fax: (717) 327-4298, Award Period: November 1994-October 1998.

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Learning Styles Research Write-Up. Do front-line workers have a preferred learning style? Does it differ from those of managers? How do learning styles influence workplace skills training? These are a few of the questions answered in the research performed by VISION 2, on the subjects of learning styles of workers served during the grant. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Learning Styles Workshop (Charting Unexplored Territory...Discovering How Your Mind Works). This workshop teaches the participants to better understand how the mind works by identifying individual strengths in the areas of learning style, thinking style, and hemisphericity. The implications of what strengths best serve the workers on the job and in personal situations are discussed along with the relationship to communication with others. Recognizing others' strengths is discussed and stressed as an important aspect of working on teams. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

LearnSmart/IDEAL CD-ROM. This project takes the IDEAL Curriculum problem solving model and applies it to a workplace scenario. Learners can go through the problem solving steps and resolve the issue along with the main characters of the anchor story. Learners then have the opportunity to think about one of their own problems and write paragraphs to help them work through the IDEAL steps. Contact: Carol Thigpin, Project Worksmart, Nashville, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

Literacy Framework, CBP Literacy Strand Members, 1996. This guide outlines the assumptions about language learning, and how these assumptions inform teaching practices in the workplace classroom; includes instructional guidelines and best practices. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Managers/Supervisors Information Packet. This collection of handouts is used to orientate supervisors and managers about the subject of workplace education. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

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Math Guide, 1996. This guide of CBP math offers sample lessons and activities, assessment tools and techniques. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

National Workplace Literacy Program Garment-Related Bilingual (English & Chinese) Broadcast Lessons (Booklet I and Booklet II) and (Audio Tapes 1 & 2); first edition in May 1993 and second edition in March 1996. These two booklets consists of one hundred short garment-related bilingual (English & Chinese) conversational ESL lessons with a focus on teaching basic garment-related terminologies taught in the previous four lessons. These lessons are recorded into two audio tapes by an American lady for the English part and a Chinese lady for the Cantonese (a very popular dialect) part. Contact: Ivy Au Tse, Chinatown Manpower Project, Inc., 70 Mulberry Street, New York, New York 10013, Telephone: (212) 571-1694, Fax: (212) 571-1684, Award Period: January 1995-December 1997.

National Workplace Literacy Program Garment-Related Bilingual (English & Chinese) TV Broadcast Lesson Book I (Episode I-15) with two video tapes. These two video tapes of fifteen TV broadcast lessons cover topics ranging from "Job Titles and Descriptions," "Garment-Making Process," "Women's Clothing," "Men's Clothing," and "Principal Parts to Sewing Machine," "Sewing Techniques," "Closures," "Different parts of a Garment," "Measurement and Size," and "Fabric Materials and Care Instructions." Each lesson is approximately 10 to 15 minutes in length. It is then followed by a real life story incorporating the new vocabulary and its usage, and ends of the lesson, with a review of the garment-related terminologies. To facilitate the learning process, all the lessons have English and Chinese subtitles. The book contains the original content of the TV lessons, a glossary of garment-related terminologies, and fifteen review tests with correct answers. Contact: Ivy Au Tse, Chinatown Manpower Project, Inc., 70 Mulberry Street, New York, New York 10013, Telephone: (212) 571-1694, Fax: (212) 571-1684, Award Period: January 1995-December 1997.

National Workplace Literacy Program Garment-Related Bilingual (English & Chinese) TV Broadcast Lessons Book II (Episode 16-27) with two video tapes. The format for this series of twelve TV broadcast lessons is the same as National Workplace Literacy Program Garment-Related Bilingual TV Broadcast Lessons Book II. It covers topics including: "Colors and Patterns," "Safety at Work," "Reading a Pay Stub," "Job Search," "Job Application Form," and "Job Interview." Contact: Ivy Au Tse, Chinatown Manpower Project, Inc., 70 Mulberry Street, New York, New York 10013, Telephone: (212) 571-1694, Fax: (212) 571-1684, Award Period: January 1995-December 1997.

New Directions in Customer Service: Tier 2. A twenty-hour curricula designed to meet basic competencies and increase performance outcomes for ancillary health care staff. Included also are a companion trainer's manual and a ninety minute videotape with a facilitator's guide based on

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original scripts to support curricula. Contact: Christine Katchmar, The Research Foundation of SUNY University at Albany, 135 Western Avenue, Rich Hall, Room 301, Albany, New York 12222, Telephone: (518) 442-5709, Fax: (518) 442-5768, Award Period: January 1995-December 1997.

Portfolio: A Tool for Self-Directed Learning at Work, Presented at Self-Directed Learning: Past and Future, Montreal Symposium, N. Lyons, L. Evans, 1997. Using a case study approach, this paper describes how portfolios are used as a tool for self-directed learning in the workplace classroom. It summarizes start-up processes, barriers, faculty learning and implications. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Portfolio Possibilities: An Introduction to the Casco Bay Portfolio Project for the Workplace, N. Lyons, and CBP Faculty, 1996. This pamphlet highlights the purposes and work of the Casco Bay Partnership's Portfolio Project, which includes fostering reflective practices and authoring one's learning. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Practical Math. This course includes basic math skills using whole numbers, fractions, decimals, percents, units of measurement, geometry, and pre-algebra. Scientific calculator functions and conventional math processes are an integral part of this five week (20 hour) introductory course. The course is designed to address both personal needs and basic computation specifically related to wirerope production. Individual tutoring is used to augment instruction. This course is a prerequisite for Introduction to Measurement. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4277, Fax: (717) 327-4298, Award Period: November 1994-October 1998.

Presenting Yourself: Communication Curriculum, S. Hannigan. Curriculum for effective communication and presentation skills for ESOL learners. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994 - September 1997.

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Problem Solving. This course is based on actual job scenarios that utilize job materials as a vehicle to teach the metacognitive strategies that competent workers use. This unit is actually a series of modules that addresses strategies for problem solving in a variety of forms (individual and team). The individual units from the modules illustrate different models (like 5W2H) to identify the process of solving problems. The units address methods that range from simple structure questions to complex statistical models favored by QA programs. Flip charts, communication styles, brainstorming, team process, and pareto charts represent a portion of the materials covered. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4277, Fax: (717) 327-4298, Award Period: November 1994-October 1998.

Research Question: How Are Adult ESL Learners Affected by Having Their Personal Stories Published (in Writers at Work), N. J. Dikeman. This project examines the impact of publishing on ESOL learners. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Science In The Workplace, J. Cumiskey, 1996. This curriculum focuses on basic science and engineering principles for workers fabricating metal equipment and/or tools, includes multiple activities. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Self-Esteem (If Life is an Attitude, How's Yours?). A workshop that makes us take a look at ourselves. Participants complete two surveys: the first survey, "Who Am I?" looks at the unique qualities that make workers who they are and the second survey measures their self-esteem. The surveys and the workshop materials increase participants' awareness of what self-esteem is and of ways to improve and keep a positive self-image. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

SmartRadio. SmartRadio is an eighteen episode/volume, multimedia, interactive adult learning computer series that teaches adults how to read. Each episode is on its own CD-ROM. This computer series uses workplace scenarios that were developed and validated in the workplace as anchors for reading activities. Contact: Carol Thigpin, Project Worksmart, Nashvilleread, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

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SmartRadio Demonstration CD-ROM. Developed to assist in dissemination, this CD-ROM provides potential users with an interactive view of SmartRadio. Included on this demo CD are a guided tour of the software, a look at the capabilities of the Teacher's Management System, and a preview of each episode. Contact: Carol Thigpin, Project Worksmart, Nashvilleread, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

SmartRadio Math and Writing Workbooks. Each CD-ROM episode of SmartRadio has math and writing workbooks (paper) to supplement the reading activities. All lessons and activities in these workbooks are centered around the anchor story and are workplace-based. A learner may be asked to write an interoffice memo or customer service letter as part of a writing exercise, or, if the episode is about inventory control, the learner will have to figure an inventory problem as part of the math. There are 18 writing workbooks and 18 math workbooks. Contact: Carol Thigpin, Project Worksmart, Nashvilleread, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

SmartRadio User Manual. This instructional guide explains the process of installing and using SmartRadio and the Teacher's Management System that is built into it. Contact: Carol Thigpin, Project Worksmart, Nashvilleread, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994 - October 1997.

Stories Make the Link for Writers at Work, L. J. Evans, B. Hewey, C. McGee, 1996. This paper reflects and documents the process of publishing student authored text by three CBP staff: The Editor, Teacher and Photographer/Teacher Aide. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994 - September 1997.

Stress! Is it the Spice of Life? Stress is part of modern life. The demands of work, family, and modern life can cause undue stress on many individuals. The purpose of this workshop is to make the participants aware of the factors causing stress in their daily lives and to instruct them on how to manage stress. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

NATIONAL WORKPLACE LITERACY PROGRAM

Success 2000. Uses SCANS skills curriculum which integrates listening, reasoning, problem solving, and communication skills into everyday learning. Contact: Sue Barker, Northeast Texas Community College, The Northeast Texas Adult Education Rural Workplace Literacy Program, P.O. Box 1307, Mount Pleasant, Texas 75456, Telephone: (903) 572-1911, Fax: (903) 572-6712, Award Period: October 1994-October 1997.

Summer Site Visits '95: Workplace Education Class Establishes Innovative Networking between Casco Bay Partners, S. McFarland, G. Williams, 1995. This course overviews the outline, outcomes and summary report of a summer visit program between three (3) CBP partner companies. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Supervision Basics: Verbal and Written Communication, C. Starr, 1997. Communication skills curriculum used in supervising others. Areas covered include listening skills, giving feedback, delegating authority, motivating others, meeting processes, facilitation skills, and business writing. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Supervisory Workplace Training: A Training Manual for Supervisors and Managers Providing Workplace Training to Health Care Professionals, 1996. An exhaustive handbook covering the many job titles and responsibilities of hospital personnel, including communications, telephone skills, supervisory skills, customer relations, and more. Contact: Claude Grant, Bronx Community College, Workshops in the Workplace, W. 181st Street and University Avenue, Bronx, New York 10453, Telephone: (718) 289-5174, Fax: (718) 289-6018, Award Period: November 1994-October 1997.

Team Building Curriculum, D. McCain, 1996. Communication skills curriculum on team building, includes activities. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Team Leaders' Handbook, J. Juechter. This handbook covers the basics of communications and interactive techniques suitable for leaders of manufacturing teams working towards quality management and continuous improvement. Contact: Claude Grant, Bronx Community College, W. 181st Street and University Avenue, Bronx, New York 10453, Telephone: (718) 289-5174, Fax: (718) 289-6018, Award Period: November 1994-October 1997.

NATIONAL WORKPLACE LITERACY PROGRAM

The Voices of Learners at Work: Final Evaluation Report, M. Clasby, 1997. This document highlights innovative practices and outcomes of the National Workplace Literacy Program. The evaluator looks at how CBP organizes workplace instruction, what occurs inside the classroom, in the workplace and beyond. In documenting evidence, the evaluator interviewed company managers as well as CEOs, and used evaluation feedback from participants and advisory committee members. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

TrainSmart Manual. This is a guidebook for anyone who provides training and/or education to underskilled workers. It offers ways to help practitioners incorporate workplace skills into on-going training in the workplace. TrainSmart provides a practical, how-to methods appropriate to specific workplace and training needs. Contact: Carol Thigpin, Project Worksmart, Nashvilleread, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

Workcard Training Series. This unit represents the first of three units in the principles of wire rope production. This is a highly specialized introductory piece that discusses the process terminology of wire rope production. Emphasis is placed on interpreting codes and symbols, understanding charts and tables, and the math skills necessary for basic measurement. Contact: Pat Hudson, Pennsylvania College of Technology, 100 Maynard Street, Williamsport, Pennsylvania 17701, Telephone: (717) 327-4277, Fax: 327-4298, Award Period: November 1994-October 1998.

Workplace Communications for the 90's. Course consists of mini-lessons in identifying and clarifying mis-communication in the workplace, dealing with conflict, and successful cross cultural communication. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Workplace Education Resource Guide. This comprehensive resource guide for the field of workplace education documents the collective and individual experiences of the seven Massachusetts Workplace Literacy Consortium partners and the twenty-seven employers they serve throughout the life of the grant. The guide contains information on exemplary workplace education partnerships, delivery models, workplace needs analyzes and other consortium related activities. It also includes articles on the following: how to conduct collaborative

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workplace needs analysis; guide for coordinating a workplace education partnership; planning and evaluation team as governance for workplace education; partnerships; program evaluation guide for workplace education; student assessments in workplace education programs; guide to forming workplace education consortia and labor management partnerships. Contact: Johan Uvin/Olivia Steel, Massachusetts Literacy Consortium, 350 Main Street, Malden, Massachusetts 02148, Telephone: (617) 388-3300, Fax: (617) 388-3394, Award Period: November 1994-October 1997.

Workplace Education Video. This video features worker/students, business and union representatives from the Massachusetts Workplace Literacy Consortium. It highlights success stories of participants in the programs and the characteristics of successful workplace education partnerships. Business and union outline how education has impacted: productivity/quality of services at worksite; capacities of partnerships to implement models responsive to business needs; transfer of learning, employee moral, and increased use of English on the job by students. Contact: Johan Uvin/Olivia Steel, Massachusetts Literacy Consortium, 350 Main Street, Malden, Massachusetts 02148, Telephone: (617) 388-3300, Fax: (617) 388-3394, Award Period: November 1994-October 1997.

Workplace Implementation Model or Best Practices Manual. This manual outlines the best practices employed by VISIONS 2 staff. A honest appraisal of the success and failures of activities employed by the grant in four areas: needs assessment, curriculum development, recruitment and retention, and evaluation. An appendix includes evaluation components, needs surveys, and a basic skills matrix used to determine basic skills as they are applied in the workplace. Contact: Chris Walsh, VISION 2, Orangeburg-Calhoun Technical College, 3250 St. Matthews Road, NE, Orangeburg, South Carolina 29115, Telephone: (803) 535-1245, Fax: (803) 535-1388, Award Period: January 1995-December 1997.

Workshop Handouts for Supervisory Workplace Training, D. Dingle. This is a collection of handouts to be used for training with the Supervisory Workplace Training Manual. Contact: Claude Grant, Bronx Community College, Workshops in the Workplace, W. 181st Street and University Avenue, Bronx, New York 10453, Telephone: (718) 289-5174, Fax: (718) 289-6018, Award Period: November 1994-October 1997.

WORKSMART Presentation Package. This package, used as a dissemination tool, consists of specially designed WORKSMART presentation folders, a WORKSMART brochure describing the WORKSMART process and products, a Training Solutions brochure that describes the integration of basic skills into the workplace process, a SmartRadio flyer, and a WORKSMART notepad. Contact: Carol Thigpin, Project Worksmart, Nashville, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228, Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

NATIONAL WORKPLACE LITERACY PROGRAM

WORKSMART Video. The WORKSMART video provides an overview of the project's progress and process throughout the grant period with information about workplace literacy program benefits. Three components of the project are highlighted: an interactive adult learning series, a learning foundations course, and a step by step process in developing a customized workplace literacy program. Contact: Carol Thigpin, Project Worksmart, Nashville, 421 Great Circle Road, Suite 104, Nashville, Tennessee, 37228 Telephone: (615) 255-4982, Fax: (615) 255-4783, Award Period: November 1994-October 1997.

Writers at Work, L. J. Evans. This publication features employee writings which convey the richness and determination of their life stories to a wide audience; (5) editions are available. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Writing Curriculum, B. Hewey, 1996. Curriculum focused on writing process including drafting, revision, editing and publishing. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Writing our Stories, Celebrating Authorship with Writers at Work, L.J. Evans. This curriculum, based on work with the Casco Bay Partnership, documents the impact of publishing ones writing. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Writing Sample Scoring Rubric for Learners of English, J. Zavez, 1995. This product is a diagnostic tool used to assess both holistic and process skills of student writing; used for preassessment and postassessment in ESOL classes. Contact: Nancy Martz, University of Southern Maine, Casco Bay Partnership for Workplace Education, 220 Bailey Hall, Gorham, Maine 04038, Telephone: (207) 780-5572, Fax: (207) 780-5315, Award Period: October 1994-September 1997.

Written Communications II. Written Communication focuses on the various business writing that workers, from Customer Service to Shipping and Receiving Departments create on a day-to-day basis. Participants in the classes focused on the following skills and processes: mechanics of clear writing, appropriate tone and word usage, streamlined memos and faxes, spelling, abbreviations, and industry jargon. Contact: Wilma Sheffer, St. Louis Community College, The New Paradigm for Effective Workforce Skills, 5600 Oakland Avenue, St. Louis, Missouri 63110-1393, Telephone: (314) 644-9603, Fax: (314) 644-9982, Award Period: November 1994-March 1998.

NATIVE HAWAIIAN VOCATIONAL EDUCATION PROGRAM

NATIVE HAWAIIAN VOCATIONAL EDUCATION PROGRAM

The Native Hawaiian Vocational Education Program is a non-competitive grant which provides financial assistance to foster changes in the Hawaiian vocational education delivery system. This effort is needed to ensure that native Hawaiian students participate in and benefit from vocational education to the same degree as other ethnic groups in the state.

The program provides assistance to plan, conduct, and administer programs or portions of programs that provide vocational training and related activities to native Hawaiians. Projects enhance basic and technical skills of native Hawaiian students; increase enrollment retention and successful completion of students; and provide a variety of collaboration mechanisms among service institutions, agencies, and programs.

Organizations that primarily serve and represent native Hawaiians and are recognized by the governor of Hawaii are eligible to apply to the secretary of education. By law, the governor designates the one recipient. This grant was funded in 1997 for a period of five years.

For further information, contact:

Paul Geib, Program Officer
Native Hawaiian Vocational Education, DNP/OVAE
U.S. Department of Education
Switzer Building, Room 4528
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-9962
(202) 205-8793 (Fax)
paul_geib@ed.gov

NATIVE HAWAIIAN VOCATIONAL EDUCATION PROGRAM

HE WAHI PUKE KAKO O: A Little Book of Helpful Hints: Tips for the VO-TECH Teacher in Hawaii. This pamphlet describes some of the more important Hawaiian values, "local" behaviors, Hawaii and "local" learning styles, and languages relative to being a vocational education teacher in Hawaii. Contact: Native Hawaiian Vocational Education Program, ALULIKE Inc., 567 South King Street, Suite 400, Honolulu, Hawaii 96813, Telephone: (808) 535-6740, Fax: (808) 524-1884, Award Period: August 1997-July 2002.

NEW URBAN HIGH SCHOOL

NEW URBAN HIGH SCHOOL

The Big Picture Company, under contract with the U.S. Department of Education, is working with five urban high schools to lead a nationwide reform initiative. The Big Picture Company will help these schools further develop, document, and disseminate their work. Together, the five schools and the Big Picture staff will create a flexible model, drawing on their experiences and strengths, to assist the efforts of other schools and communities.

The schools selected are: Hoover High School, San Diego, California, St. Louis Academy, St. Louis, Missouri, William Turner Technical High School, Miami, Florida, Central Park East Secondary School, New York, New York and, Chicago Vocational Essential High School, Chicago, Illinois.

These urban high schools will serve as models of how to provide high academic standards and career skills for all students.

For further information, contact:

Kate Holmberg or Allison Hill, Program Officers
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U.S. Department of Education
Switzer Building, Room 4519
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-5563 and (202) 205-5921
(202) 205-8793 (Fax)
katherine_holmberg@ed.gov

NEW URBAN HIGH SCHOOL

Changing the Subject: The New Urban High School. This product comes in two volumes. Volume 1-Case Studies: New Designs for Learning covers: site signature, design principles and stories of change. Volume 2 - Practitioner Materials includes: connecting activities, work-based learning and mentoring and activities for educators. This product addresses the needs of urban high schools that are looking for methods to reform what their schools offer and how it is offered in order for all their students to receive the best education. Two areas are addressed: (1) How can educators and community partners help students connect their school work with work in the world? The practitioner materials in this volume consist of practical tools for teachers, students, and mentors, adaptable to a variety of contexts. (2) How can we extend the principle of adult world immersion to all students? Conventional school structures and practices severely limit the capacity of schools to support student learning in the world. Contact: Big Picture Company, 118 Magazine Street, Cambridge, Massachusetts 02139, Telephone: (617) 492-5335, Fax: (617) 492-3399, Website: www.pbic.org, Award period: October 1996-September 1999.

**SCHOOL-TO-WORK COOPERATIVE DEMONSTRATION
PROJECTS**

SCHOOL-TO-WORK COOPERATIVE DEMONSTRATION PROGRAM

The School-To-Work Cooperative Demonstration Program provided financial assistance to projects that demonstrated examples of successful cooperation between the private sector and public agencies in vocational education to effectively assist vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment.

State education agencies; local education agencies; postsecondary education institutions; institutions of higher education; and other public and private agencies, organizations, and institutions were eligible to apply.

No additional funding was appropriated for this program.

For further information, contact:

Kevin Kelly, Program Officer
School-To-Work Program, DNP/OVAE
U.S. Department of Education
Switzer Building, Room 4528
330 C Street, S.W.
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(202) 205-9249
(202) 205-8793 (Fax)
kevin_kelly@ed.gov

SCHOOL-TO-WORK COOPERATIVE DEMONSTRATION PROGRAM

BETA Administrator Guide, P. Stroup, R. Williamson. This is a how to guide for school districts deciding to adopt the BETA (Business and Education Transition Alliance) model for vocational education and special education staff. It explains how the two entities can come together in a collaborative spirit to discuss the following meanings of transition: examine the role(s) each department will play; how to identify potential BETA students; how to allocate staff resources and other start-up information. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Agency Guide, P. Stroup, R. Williamson. This guide is designed to answer the questions: What does the BETA process look like? How does it work? and What characteristics, skills, and abilities qualify a person for the BETA program? Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Coordinator Manual. This manual diagrams the BETA 2000 process cycle that illustrates and charts: an outline and description of implementation for each stage, an action overview, case studies, and descriptions of replication sites of the BETA Program. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Curriculum Guide, P. Stroup, R. Williamson. This guide provides a vital and clear understanding of some basic assumptions of the BETA program. It is also intended to outline efforts and assumptions made during the implementation process, and may help future BETA classrooms to hurdle some "bumps in the road" that they may encounter on their initial journey. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Educator Guide, P. Stroup, R. Williamson. This guide will help special education teachers to meet the IDEA school-to-work transition mandates. It also helps to explain how to find employer and community networks and resources and aides in teaching educators time-saving, and planning techniques. Some of these techniques include: placing multiple students through business-education partnerships; conserving funds; generating parental support;

SCHOOL-TO-WORK COOPERATIVE DEMONSTRATION PROGRAM

increasing retrieval through fast-track opportunities for employment; and reaching business-education partnerships to benefit the education of students and the community. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Employer Guide, P. Stroup, R. Williamson. This guide is written for employers who wish to learn more about the BETA (Business and Education Transition Alliance) program. It contains much of the practical information required to plan a partnership with the BETA program. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Family Guide, P. Stroup, R. Williamson. The guide can be used to help families in clarifying their roles in their children's development. Some of these roles include: reinforcing concepts; listening and asking questions; sharing personal experiences; meeting the employers; contacting the BETA liaison if there is a concern; helping them to determine how they will get to the job site on a daily basis; and making an appointment with a financial aid officer at a local vocational education center or community college. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

BETA Student Handbook, P. Stroup, R. Williamson. This handbook can be used to assist students in the development of their employment portfolios. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

Preparing Youth with Learning Differences for Tomorrow's Workplace, P. Stroup. This report documents a partnership between Special Education and Vocational Education, and an alliance of business and education partners who focused on a market-driven vocational education program for youth and adults with disabilities transitioning to the world of work. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.

SCHOOL-TO-WORK COOPERATIVE DEMONSTRATION PROGRAM

Program Effectiveness Panel (PEP) Report of 1994, A. R. Vaccaro. This report is a final product that focuses on the Louisville Education and Employment Partnership/Jefferson County Public Schools, Jefferson County government, City of Louisville, Louisville Chamber of Commerce, and the Private Industrial Council. This report includes a descriptive program design of an effective school-to-work transition program, which can be used for replication. A partnership was formed to show statistic data that concentrated on high school age youth who met JTPA (Job Training Partnership Act) economic criteria and was academically at risk for failure. The program offers a comprehensive four-year curriculum of preemployment skills, work maturity skills, corporate culture mentoring, computer-assisted instruction, tutoring, job placement and follow-up, postsecondary and workplace site visits. Contact: Angelo Vaccaro, Jefferson County Public Schools, P.O. Box 34020, Louisville, Kentucky 40232, Telephone: (502) 473-3920, Award Period: October 1992-September 1995.*

Program Effectiveness Panel (PEP) Report of 1994, R. Floyd. This report provides a descriptive prototype of an effective school-to-work transition program that can be used for replication. By comparing data between experimental and controlled groups, this study demonstrates how one specific school-to-work transition program actually produced better results about job placement, moving up the career ladder, and increasing student confidence with respect to moving into advanced training, and into employment that utilizes traditional secondary vocational concepts. Contact: Laurel Alder, East San Gabriel Valley Regional Occupational Program, Cooperative Demonstration Program, School to Work, 1501 West Del Norte, West Covina, California 91790-2105, Telephone: (626) 960-3625, Fax: (626) 814-8910, Award Period: October 1992-June 1996.*

Program Effectiveness Panel (PEP) Report of 1995, P. Stroup, C. Felknor. This final report focuses on a collaboration between special education and vocational education and its partnership between businesses and adult community agencies. The Business and Education Transition Alliance (BETA) Program developed and implemented a school-to-work transition program that meets the needs of teenagers and young adults with disabilities and those employers with well-trained entry level employees. The report shows outcomes of student performances, program completion, job placement rates, and employer satisfaction. It also explains how to demonstrate, disseminate, and evaluate existing strategies through the Business and Education Transition Alliance - BETA 2000 program. Contact: Phillip Stroup, Boulder Valley School District RE2, Vocational Technical Training Center, Beta 2000 - Business and Education Training Alliance, 6600 Arapahoe Road, Boulder, Colorado 80303, Telephone: (303) 447-5257, Fax: (303) 447-5258, Award Period: November 1992-January 1996.*

* These programs were rigorously evaluated and validated as exemplary by the U.S. Department of Education's Program Effectiveness Panel.

**SKILL STANDARDS (BUSINESS AND EDUCATION
STANDARDS PROGRAM)**

SKILL STANDARDS BUSINESS AND EDUCATION STANDARDS PROGRAM

The U. S. Departments of Education (ED) and Labor (DOL) funded twenty-two business-education-labor partnerships to develop voluntary skill standards for various industries in 1992 and 1993. Of the twenty-two projects, sixteen are funded by ED. The projects identify what workers must know and be able to do to qualify for beginning-to-expert level occupations in various sectors of our nation's economy. These voluntary skill standards can be used by employers, workers, unions, and educators to communicate expectations for occupational skills and to evaluate both the skills of individuals and the success of education and training programs in teaching those skills. It is estimated that these twenty-two projects potentially cover about 17.5 million workers or 18.4 percent of the 95 million workers in the employment universe.

The standards developed through these programs reflect partnerships involving industrial trade organizations, labor organizations, national joint apprenticeship committees, national educational organizations, colleges and universities, industry councils, and associations of private or national research organizations.

No additional funding was appropriated for this program.

For further information, contact:

Carolyn S. Lee, Program Officer
Business and Education Standards Program
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(202) 260-9576
(202) 205-8793 (Fax)
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SKILL STANDARDS

A Descriptive, Comparative, Analysis and Evaluation of the Business and Education Skill Standards Projects, S. Smith, M. Moorhouse, E. Rice, 1997. This report provides “lessons learned” about the development and implementation process of skill standards and certification systems based on the experience of the twenty-two Departments of Education and Labor pilot projects and other work in the field. The report also examines such issues as coalition building, marketing and assessment. Contact: Sandra G. Smith, Aguirre International Inc., 4630 Montgomery Avenue, Suite 600, Bethesda, Maryland 20814, Telephone: (301) 664-5104, Fax: (301) 654-9120, Award Period: July 1995-January 1998.

Advanced Manufacturing Skill Standards: First Phase. This document provides an overview and vision for the project as well as the methodology and basis for research. It focuses on the first phase identification and validation of the skills that are important to advanced manufacturers with high performance workplaces. The standards fall under the headings of: communication and teamwork; math and measurement; workplace safety and health; problem solving; quality assurance; blueprint reading; manufacturing fundamentals; business planning and operation; computer use; product and process control; workforce issues; workplace skills; and learning skills. The standards contain the following five elements: what the action (skill) is; what the conditions are under which the action is performed; how good is good enough (criteria/measure); how the action will be measured (portfolio/test/observation); and why the action must be performed. Occupational area(s) for which standards were developed: technical workers. Contact: Leo Reddy, National Coalition for Advanced Manufacturing (NACFAM), 1201 New York Avenue, NW, Suite 725, Washington, DC 20005-3917, Telephone: (202) 216-2745, Fax: (202) 289-7681, Website: www.bmpcoe.org/nacfam, Award Period: November 1993-January 1997.

Advanced Manufacturing Skill Standards: Second Phase. This second phase report is built on the findings of the first phase and provide the conditions, criteria and benchmarks for the skills. The conditions indicate information such as whether the skill should be performed alone or as part of a group, whether computers or calculators should be used, or the context in which the skill should be demonstrated. Also included are the measurement of documentation methods and benchmark performance levels. This means of documentation include a sign-off by previous employers, teachers, or community leaders as well as other assessment methods. Occupational area(s) for which standard were developed: technical workers. Contact: Leo Reddy, National Coalition for Advanced Manufacturing (NACFAM), 1201 New York Avenue, NW, Suite 725, Washington, DC 20005-3917, Telephone: (202) 216-2745, Fax: (202) 289-7681, Website: www.bmpcoe.org/nacfam, Award Period: November 1993-January 1997.

Agricultural Biotechnology Skill Standards, 1994. Defines the technical, employability, and academic skills needed to work as a technician in the emerging field of agricultural biotechnology. Technical skills required of an agricultural biotechnician include communication, safety, basic lab skills, basic microbiology, cell biology techniques, quality control, nucleic acid techniques, protein

SKILL STANDARDS

techniques, regulatory compliance, greenhouse/growth chamber, plant field trials, and animal care and field trials. Employability skills include the ability to follow schedule, practice self-starting techniques, develop and use listening skills, document activities immediately, communicate well with others and recognize the organizational structure (chain of command) of an organization. Academic skills include subjects such as biology, physical science, mathematics and statistics. Under each skill category, the study lists specific knowledge or behaviors that demonstrate mastery of the category. Occupational area(s) for which standards were developed: agricultural biotechnology technician. Contact: National FFA Foundation, 6060 FFA Drive, P.O. Box 68960, Indianapolis, Indiana 46268-0999, Telephone: (317) 802-6060, Fax: (317): 802-6061/6090, Website: www.ffa.org, Award Period: June 1993-June 1997.

Agricultural Biotechnology Skill Standards Implementation Guide. The implementation guide for the standards will assist industry and education institutions in developing training programs to prepare agricultural biotechnology technicians. The implementation guide includes assessment information for the technical skills, recommendations for linking standards with tech prep/school-to-work initiatives, agricultural biotechnology technical and career information, careers video, and instructional materials for high school agricultural and science programs. Contact: National FFA Foundation, 6060 FFA Drive, P.O. Box 68960, Indianapolis, Indiana 46268-0999, Telephone: (317) 802-6060, Fax: (317): 802-6061/6090, Website: www.ffa.org, Award Period: June 1993-June 1997.

Applying the Standard: Using Industry Skill Standards to Improve Curriculum and Instruction, S. Klein, et. al, 1996. This is a two-volume study that reports on the progress of state skill standards systems and the impact of skill standards on local curriculum in four states. An executive summary that includes recommendations for policy makers, employers, and educators is also available. Contact: Gary Hoachlander, MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, California 94704, Telephone: 1-800-677-6987, Fax: (510) 849-0794, Website: www.mprinc.com, Award Period: January 1993-December 1998.

Automobile, Autobody, Medium/Heavy Truck Technician Skill Standards. The three program standards volumes include: tasks, tools and equipment, hours and instructor qualifications. Automobile standards covers the following areas; brakes; electrical/electronic systems; engine performance; suspension and steering; automatic transmission and transaxle; engine repair; heating and air conditioning; and manual drive train and axles. Autobody standards cover: non-structural analysis and damage repair; structural analysis and damage repair; mechanical and electrical repair; structural analysis and damage repair; mechanical and electrical

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components; plastics and adhesives; and painting and refinishing. Medium/heavy truck standards cover the following areas: diesel engine; suspension and steering; brakes; electrical/electronic systems; preventive maintenance inspection; gasoline engines; drive train; and heating and air conditioning. Occupational area(s): for which standards were developed: entry level automobile, autobody, and medium/heavy truck technicians. Contact: Patricia Lundquist, National Automotive Technicians Education Foundation (NATEF), 13505 Dulles Technology Drive, Suite 2, Herndon, Virginia 20171-3421, Telephone: (703) 713-0100, Fax: (703) 713-3913, Website: www.nataef.org, Award Period: October 1992-March 1997. **Supporting document(s)**

Applied Academic and Workplace Skills Books, (for Automobile, Autobody, Medium Heavy Truck Technician). Includes the Basic/Essential Taxonomy Codes and the application of that skill by an automobile, autobody, or truck technician in language arts, mathematics, and science academic skills. There is a matrix of the academic skills used in the technical area. Also included are narrative statements from each academic area. Workplace skills are identified. Contact: Patricia Lundquist, National Automotive Technicians Education Foundation (NATEF), 13505 Dulles Technology Drive, Suite 2, Herndon, Virginia 20171-3421, Telephone: (703) 713-0100, Fax: (703) 713-3913, Website: www.natef.org, Award Period: October 1992-March 1997.

Bioscience Skill Standards: Gateway to the Future: Skill Standards for the Bioscience Industry. Contains 34 “integrated” skill standards. Each of the 34 integrated skill standards contains the following components: a scenario presenting a real life work situation, including a routine procedure and an unanticipated problem the student must master; the workplace setting in which the scenario would occur, (research and development, manufacturing, clinical laboratories, or generic--applicable to all settings); key competency areas representing the bioscience technical specialist’s major areas of responsibility, which must be mastered to successfully perform the scenario’s procedure; tasks which must be mastered to solve the scenario’s problem; skills, knowledge, and attributes (general and industry-specific) necessary to master the scenario’s routine procedure and problem; and tools and equipment routinely used by technical specialists in bioscience work. Occupational area(s) for which standards were developed: beginning to mid-level bioscience technical specialist (20 related occupations). Contact: Judith Leff, Education Development Center (EDC), 55 Chapel Street, Newton, Massachusetts 02158, Telephone: (617) 969-7100, Fax: (617) 332-4318, Website: www.edc.org, Award Period: October 1992-December 1995. **Supporting document(s):**

Bioscience Education and Training Program Directory. Provides information about more than seventy current school- and work-based programs from across the country that prepare people for beginning-level technical occupations in research and development, clinical laboratory testing and diagnostic work, and production in pharmaceutical

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biotechnology, and clinical laboratory workplaces. The program descriptions include program level and length, learning sites, summaries of program contents, unique features, and contact information. Also included is a report summarizing trends in bioscience education and training and "best practice" program features. Contact: Judith Leff, Education Development Center (EDC), 55 Chapel Street, Newton, Massachusetts 02158, Telephone: (617) 969-7100, Fax: (617) 332-4318, Website: www.edc.org, Award Period: October 1992-December 1995.

Building Coalitions to Develop Skill Standards, S. Smith, 1995. This report addresses the development, maintenance, and sustainability of partnerships or coalitions organized to manage and drive the development and implementation of voluntary industry skill standards and certification systems. Contact: CAL Inc., Aguirre International Inc., 3600 Whittier Boulevard, Los Angeles, CA 90023, Telephone: (202) 728-3939, Award Period: July 1993-November 1995.

Building Standards Through Occupational Clusters, B. Kaufmann. This report has four parts: (1) introduction: identifies questions and issues facing the National Skill Standards Board around clustering; (2) describes various classification systems that could influence the Board's work; (3) this section is supported by appendices which provide greater detail on the systems; and (4) synthesizes papers prepared in 1994 on the issues of clustering. Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC, 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1993-July 1995.

Changes in the Nature and Structure of Work: Implications for Making Sense of Industry Based Skill Standards, T. Bailey, D. Merritt, 1995. Industry-based skill standards are a central part of the effort to link schooling more closely to the changing needs of the workplace. This report evaluates the 22 skill standards pilot projects funded by the Departments of Education and Labor and makes recommendations for future developments. Bailey and Merritt suggest we pay more attention to long-term goals of increasing the learning that takes place on the job, and helping move workplaces toward high-performance work systems. Contact: National Center for Research in Vocational Education, 2030 Addison Street, Suite 500, Berkeley, California 94720-1674, Telephone: (800) 762-4093/(510) 642-4004, Fax: (510) 642-2124, Website: <http://vocserve.berkeley.edu/fulltext.html>, Award Period: January 1993-December 1998.

Changes in the Nature and Structure of Work: Implications for Skill Requirements and Skill Formation, T. Bailey, 1990. This paper is an analysis of how changes in the economy and workplace are affecting the skills required on the job and the institutional processes through which these skills are acquired. It argues that jobs requiring higher skills and higher levels of education are growing faster than lower skilled occupations. Case studies show that skill requirements within occupations are also growing. It argues that in order to understand changes in skills, it is

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necessary to consider changes in markets and work organization as well as technological innovations. Contact: National Center for Research in Vocational Education, 2030 Addison Street, Suite 500, Berkeley, California 94720-1674, Telephone: (800) 762-4093/ (510) 642-4004, Fax: (510) 642-2124, Award Period: January 1993-December 1998.

Chemical Process Skill Standard: Foundations for Excellence in the Chemical Process Industries. This report addresses issues relevant to both the education and employment of chemical laboratory technicians and process technicians. Section I presents background information by introducing the CPI, describing skill standards development and implementation in the United States, and presenting the results of research conducted by Professor Stephen Barley and his associates at Cornell and Stanford Universities based on careful observations of technicians through the work they do and the interactions they have in the workplace (and reinforced by the work of this project). Section II describes the process used to develop the skill standards, critical issues affecting CPI technical workers now and in the future, and detailed results of the work. Section III contains contributions to the project that pertain to the implementation of skill standards. Occupational area(s) for which standards were developed: entry level chemical laboratory technicians and process technical operators. Contact: American Chemical Society (ACS), 1155 16th Street, NW, Washington, DC 20036, Telephone: (202) 872-8734, Fax: (202) 872-8068, Website: www.acs.org, Award Period: June 1993-November 1996.

Computer-Aided-Drafting and Design (CADD). This skill standards document represents skills that are core to all CADD disciplines, generic to all software and entry level. The standards include fundamental drafting skills; fundamental computer skills; basic CADD skills; advanced CADD skills; related academic skills in communication, math and science; employability skills; tools and equipment for CADD training; recommended hours of instruction; and qualifications of the instructor. Occupational area(s) for which standards were developed: computer aided drafting and design (CADD) users across all industries. Contact: Leo Reddy, National Coalition for Advanced Manufacturing (NACFAM), 1201 New York Avenue, NW, Suite 725, Washington, DC 20005-3917, Telephone: (202) 216-2745, Fax: (202) 289-7679, Website: www.bmpcoe.org/nacfam, Award Period: November 1992-January 1996. **Supporting document(s):**

Computer-Aided-Drafting and Design: Measurability Supplement. The measurability supplement is a list of the technical skills further broken out to include evaluation criteria and objectives. Contact: Leo Reddy, National Coalition for Advanced Manufacturing (NACFAM), 1201 New York Avenue, NW, Suite 725, Washington, DC 20005-3917, Telephone: (202) 216-2745, Fax: (202) 289-7679, Website: www.bmpcoe.org/nacfam, Award Period: November 1992-January 1996.

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Developing and Sustaining Partnerships: Lessons Learned, J. Wills, B. Kaufmann, 1997. This report identifies lessons learned from the Departments of Education and Labor twenty-two pilot projects in the selection and involvement of representatives from the various stakeholder communities that must be in the voluntary partnerships recognized by the National Skill Standards Board. It also looks at potential for sustaining the efforts of the pilots; one of the core grant requirements for each pilot. Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1995-January 1997.

Electronics Skill Standards: Setting the Standard, 1994. This report summarizes the goal of the occupational area and describes competent performance for key job roles across the high-tech industry. They contain critical functions (what must be done to achieve the key purpose of the occupational area), the key activities needed to perform each critical function and performance indicators (how it is known when someone has performed well). Occupational areas(s) for which standards were developed: administrative/information services support, pre/post sales, manufacturing specialist and manufacturing specialist team leader. Contact: American Electronics Association (AEA), 5201 Great America Parkway, Box 54990, Santa Clara, California 95054, Telephone: (800) 284-4232, Fax: (408) 970-8565, Website: aeanet.org, Award Period: December 1992-September 1995. **Supporting document(s):**

Working in New Ways. A survey of 1,600 frontline workers reveals important information about how work in the high-tech industry has changed, how work in high performance companies differs from the rest of the industry, and how well AEA's skill standards capture these changes. Complete survey results are available for all four occupational areas studied. Contact: American Electronics Association (AEA), 5201 Great America Parkway, Box 54990, Santa Clara, California 95056, Telephone: (800) 284-4232, Fax: (408) 970-8565, Website: aeanet.org, Award Period: December 1992-March 1996.

Electronics Skill Standards: Raising the Standard: Electronics Technician Skills for Today and Tomorrow, 1994. Standards are based upon a detailed analysis of the duties an electronics technician is expected to perform and a breakdown of each duty into the specific tasks required for its performance. The skill standards includes two lists of duties and tasks: the first is for the work-ready, entry-level electronics technician; the second, included as an example of speciality skills, is for the consumer electronics technician. The basic skills form the underpinnings for additional knowledge, skills, and techniques--including knowledge of equipment and techniques specific to one of the eleven specialities--not identified in detail here but required for work in some of the specialities. The rest of the manual presents the skill standards in detail, separated into five chapters: Desirable Behaviors and Work Habits; Technical Skills; Test Equipment and Tools Skills; Basic and Practical Skills; and Additional Skills. Occupational area(s) for which standards were developed: entry level technicians (covers those employed within basic and applied

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research, product development, manufacturing, marketing, maintenance, and repair of electronic components devices and systems). Contact: Electronics Industries Foundation (EIF), 2500 Wilson Boulevard, Suite 210, Arlington, Virginia 22201-3834, Telephone: (703) 907-7411, Fax: (703) 907 7401, Award Period: October 1992-March 1996. **Supporting document(s):**

Characteristics of Competency, Measurement Criteria for Entry-Level Electronics Technician. Skills were developed using teams of experts consisting of working technicians, line managers, and electronics instructors. The document presents the measurement criteria by skill category and skill standard. Each page identifies a skill standard, describes the criteria to be successfully performed to determine that the standard has been achieved, and summarizes the achievements of the technician who meets the standard. The measurement criteria are arranged using the same section names, order, and numbering used in **Raising the Standard**. Contact: Electronics Industries Foundation (EIF), 2500 Wilson Boulevard, Suite 210, Arlington, Virginia 22201-3834, Telephone: (703) 907-7411, Fax: (703)907-7401, Award Period: October 1992-March 1996.

Grocery Skill Standards. The standards include: a performance objective, including a task statement, conditions, and standard; performance steps; and, enabling competencies--the knowledge and skills (cognitive, affective and psychomotor) necessary for the performance of the task. Occupational areas for which standards were developed: customer service/stock associate and front-end associate (encompasses all entry level positions). Contact: Grocers Research and Education Foundation (GREF), 1825 Samuel Morse Drive, Reston, Virginia 20190, Telephone: (703) 437-5300, Fax: (703): 437-7768, Award Period: September 1993-November 1996.

Supporting document(s):

Grocery Skill Standards Interactive Training Program. This prototype interactive training program uses a multimedia approach to train in the front end associate area of customer service. The customer service interactive training program uses each task found in the Grocers National Skill Standards Front End Associate document. The training program uses live video footage of in-store situations. Eleven different scenes are depicted in the prototype program. Questions relating to each of the eleven situations are designed to illicit the appropriate response for the standard. A feedback loop is provided so that the student can gain the appropriate response. An instructor feedback system is also a part of the training module. Contact: Grocers Research and Education Foundation (GREF) 1825 Samuel Morse Drive, Reston, Virginia 20190, Telephone: (703) 437-5300, Fax: (703): 437-7768, Award Period: September 1993-November 1996.

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Hazardous Materials Management Technology Skills Standards. The Hazardous Materials Management Technicians (HMMT) skill standards are divided into thirteen job functions, which serve as headings for general statements of occupational requirements, skills and knowledge. Within each job function are supporting skills and knowledge that an HMMT must possess to be able to accomplish the job function successfully. A supporting item may apply to more than one job function. Immediately following the job functions is a more detailed breakdown of the supporting knowledge and skills related to the disciplines of mathematics, chemistry, toxicology, physics, and computer technology. Following these related academic skills are statements regarding the application of the Secretary's Commission on Achieving Necessary Skills (SCANS) report to HMMT and the relationship of the Quality Movement to the skills demanded of HMMTs. The final section of this standards publication gives guidance to curriculum developers when they convert the defined skills into educational curricula. Occupational area(s) for which standards were developed: entry level hazardous management technician (encompasses several job titles). Contact: Center for Occupational Research and Development (CORD) 601 Lake Air Drive, Waco, Texas 76710, Telephone: (254) 772-8756, Fax: (254) 772-8972, Website: cord.org/skills/sstop.html, Award Period: May 1993-October 1996.

Health Care Skill Standards. These standards make explicit the knowledge and skills health care workers need in order to provide quality health care. The standards include: a core set of skills essential and appropriate to all workers in health services; and four clusters of related occupations and functions. The standards for these core and cluster areas target health care workers primarily at the career-entry and technical (i.e., pre-baccalaureate) levels. The booklet also contains descriptions of project background, an approach to the development and validation of standards, the relationship of the National Health Care Skill Standards Project standards to generic workplace readiness standards, and occupational-specific standards, as well as guidelines for intended uses of the standards, (i.e., employer, human resources use, curriculum development and assessment). Occupational area(s) for which standards were developed: health care core (applying to all workers in health services) and four occupational clusters: therapeutic, diagnostic, information services, and environmental services. Contact: West Ed (formerly Far West Laboratory for Educational Research and Development), 730 Harrison Street, San Francisco, California 94107-1242, Telephone: (415) 241-2712, Fax: (415) 241-2702, Website: www.fwl.org/nhcssp, Award Period: November 1992-November 1995.

Heating, Air Conditioning and Refrigeration Technician: National Skill Standards; Knowledge, Skills and Standards. Volume One identifies the knowledge, skills, and workplace behaviors required for heating, air-conditioning, and refrigeration technicians. Volume Two identifies the industry-derived standards of performance for the identified skills. Occupational

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areas for which standards were developed: air conditioning, heating, and refrigeration technicians in residential, commercial, and industrial environments. Contact: V-TECS, Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone: (800): 248-7701, Fax: (404) 679-4556, Website: <http://vtecs.home.mindspring.com>, Award Period: October 1992-January 1996.

Heavy Highway/Construction and Environmental Remediation. These standards are in a scenario-based format. They include a scenario and the following items associated with it: performance criteria; necessary workplace skills; knowledge and aptitudes; and relevant tasks from a master list of tasks. Occupational area(s) for which standards were developed: lead abatement worker; concrete worker, and open cut pipe laying. Contact: Laborers-AGC-Education and Training Fund, P.O. Box 479, 27055 Ohio Ave., Kingston, Washington 98346, Telephone: (360) 297-4152, Fax: (360) 297-3368, Award Period: July 1993-June 1997.

Hospitality and Tourism Skills Standards, 1995. The Council on Hotel, Restaurant and Institutional Education (CHRIE), in conjunction with the Hospitality and Tourism Skills Board (HTSB), identified national level skill standards for eight front-line positions in food service and lodging. The standards for each position are contained in eight free-standing documents called skill standards sets. Each set contains: methodology, benefits, position snapshot, duties and tasks, criteria for outstanding, performance, competencies, knowledge and skills, and sample training and resource materials. Occupational area(s) for which standards were developed: food-service--server, cashier, host/ess, busser, lodging--front desk clerk, bellperson, concierge, reservationist. Contact: Council on Hotel, Restaurant and Institutional Education (CHRIE), 1200 17th Street, NW, Washington, DC 20036-3097, Telephone: (202) 331-5990, Fax: (202) 785-2511, Website: chrie.org, Award Period: December 1992-September 1995. **Supporting document(s):**

Building Skills by Building Alliances, 1995. A 32-page stakeholder report that provides information about the hospitality and tourism skill standards initiative derived from the Goals 2000: Educate America Act. The report explains the development process of the standards, and describes the benefits of the standards for employers, employees, educators, and trainers. The report contains sample excerpts of the standards from the front desk clerk and server positions, including a narrative snapshot for each position. Contact: Council on Hotel, Restaurant and Institutional Education (CHRIE), 1200 17th Street, NW, Washington, DC 20036-3097, Telephone: (202) 331-5990, Fax: (202) 785-2511, Website: chrie.org, Award Period: December 1992-September 1995.

Human Services Skill Standards: The Community Support Skill Standards: Tools for Making Change and Achieving Outcomes, 1996. These standards identify the skills, behaviors, and knowledge that entry and mid-level human service workers throughout the country use on the job. These voluntary standards will provide a foundation to create or improve educational and training programs for the human services worker and to enhance career pathways

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by fostering the development of competency-based certificate programs. Workers must know how to work with consumers and families to weave together a vast array of community resources, specialized assistance, and natural supports to promote well-being, empowerment, and community membership. Occupational area(s) for which standards were developed: entry and mid-level human service occupations (encompasses case managers, job coaches and residential support staff). Contact: Human Services Research Institute (HSRI), 2336 Massachusetts Avenue, Cambridge, Massachusetts 02140, Telephone: (617) 876-0426, Fax: (617) 492-7401, Award Period: June 1993-April 1997. **Supporting document(s):**

Using the Community Support Skill Standards (CSSS): A Guidebook for Human Service Educators and Trainers, 1997. This is a comprehensive resource offering teachers and organizations ideas on how to apply the CSSS in educational and employment settings. Contact: Human Services Research Institute (HSRI), 2336 Massachusetts Avenue, Cambridge, Massachusetts 02140, Telephone: (617) 876-0426, Fax: (617) 492-7401, Award Period: June 1993-April 1997.

Technical Report on Implementation Demonstrations, 1997. This report analyzes the processes and outcomes of applications of the CSSS in four diverse settings: a general high school, a four year college, a two year college and an organization employing more than 1,000 practitioners. Contact: Human Services Research Institute (HSRI), 2336 Massachusetts Avenue, Cambridge, Massachusetts 02140, Telephone: (617) 876-0426, Fax: (617) 492-7401, Award Period: June 1993-April 1997.

Crosswalk of the Community Support Skill Standards with the Program Accreditation Standards of the Council for Standards in Human Service Education. This report explores the relationship between program level standards of the Community Support Human Services Educators and the practitioners level standards of the CSSS. Establishing the parallels and inconsistencies between these bodies of standards is helpful to education administrators who are accredited or plan to be accredited by the Council. Contact: Human Services Research Institute (HSRI), 2336 Massachusetts Avenue, Cambridge, Massachusetts 02140, Telephone: (617) 876-0426, Fax: (617) 492-7401, Award Period: June 1993-April 1997.

Industrial Laundry Skill Standards, 1995. There are two levels of certification, basic competency and mastery. These are distinguished by more difficult work activities performed competently in the six functional areas which define the job. These areas are: soil receiving/sorting; cleansing, extraction, and drying/conditioning; pressing and finishing; assembly, segregation, and shipping; stockroom; and repair. The standards include work activities statements, a "skill check" (a notation indicating whether or not a hands-on demonstration of

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competency is available), essential skills and knowledge, evidence of successful performance criteria and assessment strategies. Occupational area(s) for which standards were developed: production worker and maintenance technician. Contact: Uniform and Textile Service Association (UTSA), 1300 North 17th Street, Suite 750, Arlington, Virginia 22209, Telephone: (703) 247-2608, Fax: (703) 844-4750, Website: uts.com, Award Period: December 1992-November 1995.

In Search of Commonalities, J. Wills, 1996. Document built upon O'Net categories through the findings of a three stage Delphi process to identify and document agreement and disagreement around a common framework. It lists nine skill areas (active learning, active listening, critical thinking, mathematics, monitoring, reading comprehension, science, speaking and writing) and cross references the need for these skills by the 22 pilot projects. Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC, 20036 Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1995-January 1998.

Integrating Academic and Industry Skill Standards, T. Bailey, 1997. This document advocates integrating academic and industry skill standards, arguing that this will strengthen both academic preparation and preparation for work. Sample standards are presented along with framework for the increased coordination between academic and vocational teachers and industry representatives necessary for the creation of integrated standards. Contact: National Center for Research in Vocational Education, 2030 Addison Street, Suite 500, Berkeley, California 94720-1674, Telephone: (800) 762-4093/ (510) 642-4004, Fax: (510) 642-2124, Website: <http://vocserve.berkeley.edu/fulltext.html>, Award Period: January 1993-December 1998.

Jobs of the Future and the Skills They Will Require, T. Bailey, 1990. This article, reprinted from the American Educator (Spring 1990) describes the skills and education which will be needed to succeed in the workplace of the future. Contact: National Center for Research in Vocational Education, 2030 Addison Street, Suite 500, Berkeley, California 94720-1674, Telephone: (800) 762-4093/(510) 642-4004, Fax: (510) 642-2124, Award Period: January 1993-December 1998.

Linking the NCTM Standards to School-to-Work Reform, V. Hernandez-Gantes, L.A. Nieri, 1997. The National Council of Teachers of Mathematics (NCTM) has offered a vision of math reform in a set of standards for curriculum, evaluation, teaching, and assessment for K-12 mathematics. Can these standards be linked to school-to-work reforms? The authors studied four promising programs which are working to bridge the two movements. A framework for linking the NCTM Standards to curriculum featuring math in realistic context is offered. As the authors discovered, this linkage is best understood as a far-reaching enterprise involving

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restructuring of curriculum, instruction, assessment, and ultimately organizational changes which can support more active collaboration efforts. Contact: National Center for Research in Vocational Education, 2030 Addison Street, Suite 500, Berkeley, California 94720-1674, Telephone: (800) 762-4093/(510) 642-4004, Website: <http://vocserve.berkeley.edu/fulltext.html>, Fax: (510) 642-2124, Award Period: January 1993-December 1998.

Machine Tool Advanced Skills Technology (MAST): Common Ground Toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries, Texas State Technical College, 1996. The overall goal of MAST is to “identify skill standards tied to the emerging needs of the workplace in the machine tool and metals-related industries, and to ensure the integration of these standards within secondary and postsecondary curricula and pedagogy.” This 15 volume set includes an executive summary, curriculum training materials, and skill standards for the following speciality areas:

1. Machining
2. Manufacturing Engineering Technology
3. Mold Making
4. Welding
5. Industrial Maintenance
6. Sheet Metal and Composites
7. Tool and Die
8. Computer-Aided Drafting and Design
9. Computer-Aided Manufacturing and Advanced CNC
10. Instrumentation
11. Laser Machining
12. Automated Equipment Technology

Contact: Joe Penick, Texas State Technical College, 3801 Campus Drive, Waco, Texas 76705, Telephone: (817) 867-4849, Fax: (817) 867-3380, Website: jpenick@tstc.edu, Award Period: October 1994-December 1996.

Marketing and Disseminating Voluntary Industry Skill Standards, M. Moorhouse, 1995. This paper addresses the marketing and dissemination of skill standards: a social marketing model is presented as a framework to review marketing strategies and activities. The paper also addresses communication strategies undertaken to inform, promote, disseminate and sell skill standards to various audiences. Contact: CAL Inc., 3600 Whittier Boulevard, Los Angeles, California 90023, Telephone: (213) 263-0680, Award Period: July 1993-November 1995.

Metalworking National Voluntary Skill Standards. These standards follow the same format. Machining-Level 1 includes seven occupational duty areas with subcategories (duty titles). The duty areas for Machining 1 standards include: Job Planning and Management; Job Execution:

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Quality Control and Inspection; Process Adjustment and Improvement; General Maintenance; Industrial Safety and Environmental Protection; and Career Management and Employment Relations. The standards also include seven knowledge, skills, abilities, and other characteristics needed (KSAOs) to perform the duties. For the Level 1 Machining Standards, these KSAOs include: Written and Oral Communications; Mathematics; Decision Making and Problem Solving; Social Skills and Personal Qualities; Engineering Drawings and Sketches; Measurement and Metalworking Theory. The metalworking industry has adopted the Level 1 Machine Skills proficiencies as a prerequisite to qualification for all other metalworking skill standards. All metalworking skill standards use the Machinery's Handbook as a reference guide and as a resource for tables that are used in mathematical calculations. Testing and certification programs and study guides are additional companion documents. Occupational area(s) for which standards were developed: Metalworking Industry, Machining Skills Levels I, II, and III, Metalforming Stamping Level II and Level III, Metalforming Spinning Level II, Metalforming Roll Forming Level II. Contact: National Institute for Metalworking Skills (NIMS), 10301 Democracy Lane, Suite 407, Fairfax, Virginia 22030, Telephone: (703) 352-4971, Fax: (703) 352-4991, Website: www.nims-skill.org, Award Period: December 1992-September 1995.

National Skill Standards Academic Proficiencies Crosswalk: Relationship of National Skill Standards to Academic Content, V-TECs, 1997. This project crosswalks all of the skill and academic standards of the skill standards pilot projects using the Synder Essential Skills Taxonomy to identify relationships to academic basic skills and most specifically science and math. Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC, 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1995-January 1998.

Occupational Skill Standards Projects, Edition 2, C. S. Lee, C. DeWitt, R. Litman, 1996. This publication provides an overview of the twenty-two skill standards pilot projects funded by the Departments of Education and Labor. Each summary describes a project in terms of the industry represented, the occupations for which skill standards have been developed, federal funds received, non-federal funds contributed (50 percent match required for the ED projects and 100 percent required for DOL projects), when standards and other deliverables will be available, a description of the standards documents and companion document(s), excerpt(s) of sample standard(s), and the identification of projects contact person(s). Contact: Division of National Programs, Office of Vocational and Adult Education, 330 C. Street, SW, Washington, DC 20202-7242, Telephone: (202) 260-9576, Fax: (202)-205-8793, Award Period: October 1992-November 1997.

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Overview of Skill Standards in the United States and Abroad, 4 vols, 1993. Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: October 1992-July 1993.

Overview of Education and Industry Skill Standards Systems in the United States and Other Countries, Volume I. An introduction to the issues, terminology and practice, including recommendations for the development of a U.S. system.

Education Driven Skill Standards Systems in the United States, Volume II. How states have developed standards for their education system, including a state-by-state inventory of skill standards processes, financing, and leadership.

Industry Driven Skill Standards Systems in the United States, Volume III. Profiles of existing skill standards/certification systems managed by business, professional and trade associations.

Skill Standards Systems in Selected Countries, Volume IV. Information on skill standards systems in Germany, Japan, Australia, Denmark, Canada and the United Kingdom and the lessons those systems have for the development of the U.S. system.

Photonics National Skill Standards for Technicians. This publication includes a collection of validated task statements, which represents the common tasks all photonics technicians should be able to perform. The standards are intended to define the knowledge, capabilities and skills workers in the photonics industry should have. Those skills and knowledge areas include core academic subjects such as applied mathematics, physics, chemistry, and biology; as well as electronics, computer science, fiber optics, laser technology, materials processing, vacuum technology, detection and measurement, circuitry, technical writing, and many others. The standards document also provides curriculum guidance to high schools, community colleges and universities that are creating or augmenting photonics programs to meet industrial needs. Occupational area(s) for which standards were developed: photonics technicians (encompasses the following specialities: Defense/Public Safety/Aerospace, Medicine, Computers, Communications, Manufacturing/Test and Analysis and Environmental/Energy/Transportation). Contact: Center for Occupational Research and Development (CORD), 601 Lake Air Drive, Waco, Texas 76710, Telephone:(254) 772-8756, Fax: (254) 772-8972, Website: cord.org/skills/sstop.html, Award Period: May 1993-October 1996.

SKILL STANDARDS

Printing Skill Standards, (Imaging, Press and Finishing/Distribution). The Imaging standards have been divided into a series of functions that include what a person needs to know and be able to do in the areas of Job Engineering, Image, Acquisition, Assembly, Output, and Technical Services. Foundation skills are included. The Press skill standards include lithographic sheetfed press and web press functions. The activities under each function are identified, which include the knowledge and operations required to perform the function. It also includes a section on foundation skills. The Finishing/Distribution skill standards have been divided into a series of functions that cover the range of activities and knowledge areas for Binding Operations, Specialty Operations, Mailing and Distribution Operations, and Foundation skills. Contact: Graphics Arts Technical Foundation (GATF), 200 Deerrun Road, Swickley, Pennsylvania 15143, Telephone: (412) 741-6860, Fax: (412) 741-2311, Award Period: October 1992-December 1995.

Profiles of National Industry Skills Standards Projects, M. L. Rahn. This report consists of a "profile" of each of the twenty-two Departments of Education and Labor skills standards projects, based on their response to the following questions: (1) What is the definition of industry for your project? What criteria did you use to define the boundaries of your industry? What approach are you using to organize your industry to set a standard? (2) What definition of a standard are you using for your project? Please give an example of a standard for your project; and (3) How will performance against the standards be assessed (i.e., assessment instruments, certification systems)? This compilation contains useful information not only for the twenty-two projects, but also for administrators creating industry skills standards at the state level. Contact: National Center for Research in Vocational Education, 2030 Addison Street, Suite 500, Berkeley, California 94720-1674, Telephone: (800) 762-4093/ (510) 642-4004, Fax: (510) 642-2124, Award Period: January 1993-December 1998.

Retail Trade Skill Standards, 1994. The standards document includes an initial statement as to skill levels a Professional Sales Associate will need in selected generic skills. These standards identify a level of performance associated with key foundation by the U.S. Department of Labor in 1992. A description of the World Keys System, developed by American College Testing (ACT), was used to profile these basic skills and determine appropriate levels for Professional Sales Associate. The standards document also lists underpinning personal qualities desirable in the retail workplace. Standards are being piloted in conjunction with state and local education projects, with retail companies, and with DECA, the student marketing association. Occupational area(s) for which standards were developed: professional sales associate. Contact: National Retail Federation (NRF), Liberty Place, 325 7th Street, NW, Suite 1000, Washington, DC 20002, Telephone: (202) 783-7971, Fax: (202) 783-2849, Website: www.nrf.com, Award Period: December 1992-December 1995. **Supporting document(s):**

SKILL STANDARDS

Company Guide for implementing standards, with applications for training, recruiting, assessment and certification. Contact: National Retail Federation (NRF), Liberty Place, 325 7th Street, NW, Suite 1000, Washington, DC 20002, Telephone: (202) 783-7971, Fax: (202) 783-2849, Website: www.nrf.com, Award Period: December 1992-December 1995.

Skill Standards: A Primer: Voluntary Skill Standards and Certification, J. Wills, 1995. This report provides a brief introduction to the skill standards issues facing the National Skill Standards Board, the experiences of other nations and related areas. Contact: Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1993-July 1995.

Skill Standards: Concepts and Practices in State and Local Education: A Synthesis of Literature and Alternative Conceptual Framework, S. G. Klein, 1996. This report describes and analyzes different approaches to conceptualizing and implementing skill standards. Contact: MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, California 94704, Telephone: 1-800-677-6987, Fax: (510) 849-0794, Website: www.mprinc.com, Award Period: January 1993-December 1998.

Skill Standards Marketing: Getting to Products, K. Mannes, 1996. An extension of marketing round table designed to illustrate how marketing can enhance and support the work of skill standards projects with specific examples of the projects' marketing strategies. Contact: Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1995-January 1998.

Standards: Making Them Useful and Workable for the Education Enterprise, J. Wills, 1997. Report focuses on "taking stock" of how standards, most specifically how skill standards, are being used within the education enterprise and the ways they could be used more efficiently and effectively. Contact: Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036, Telephone: (202) 822-8405, Fax: (202) 872-4050, Award Period: July 1995-January 1997.

SKILL STANDARDS

Welding Skill Standards: Guide for the Training and Qualifications of Welding Personnel: Entry, Advanced and Expert Welder. A curriculum guide containing learning objectives, performance conditions, desired behavior, evaluation criteria and learning activities necessary to accomplish training as a participating organization under the Entry, Advanced, and Expert Level Welder Program. Contact: American Welding Society (AWS), 550 NW LeJeune Road, Miami, Florida 33126, Telephone: (305) 443-9353, Fax: (305) 443-7559, Website: www.aws.org, Award Period: July 1993-September 1996. **Supporting document(s):**

Specifications for the Qualifications and Certification for Entry Level; Advanced Welders; and Expert Welders. Established the basis for administering the entry, advanced and expert level welder programs and defines certification requirements. Contact: American Welding Society (AWS), 550 NW LeJeune Road, Miami, Florida 33126, Telephone: (305) 443-9353, Fax: (305) 443-7559, Website: www.aws.org, Award Period: July 1993-September 1996.

Workplace Skills in Practice: Case Studies of Technical Work, C. Stasz, et.al, 1996. This study explores skills and work-related dispositions in technical work. It adopts a sociocultural approach to closely examine skills in seven target jobs work sites representing diverse industries: health care, traffic management, transportation, and semiconductor manufacturing. It explores employers' strategies for obtaining the skills they need under conditions of technological or organizational change. Contact: RAND, 1700 Main Street, Santa Monica, California 90407-2138, Telephone: (310) 393-0411, Ext. 6326, Award Period: January 1993-December 1998.

**TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL
INSTITUTIONS PROGRAM**

TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL INSTITUTIONS PROGRAM

The Tribally Controlled Postsecondary Vocational Institutions Program provides grants for the operation and improvement of tribally controlled vocational institutions to ensure continued and expanded educational opportunities for Indian students, and to allow for the improvement and expansion of the physical resources of those institutions. The institutions use funds to provide basic support for the education and training of Indian students.

Only an institution of higher education that is formally controlled, or has been formally sanctioned or chartered by the governing body of an Indian tribe or tribes, and that offers technical degrees or certificate granting programs is eligible to receive an award under this program.

The funds for this program cover 5-year grants for two eligible institutions that qualify by meeting criteria as established and published in the Federal Register. The average grant size is \$1,500,000 per year. These grants were funded in 1996.

For further information, contact:

Roberta Lewis, Program Officer
Tribally Controlled Postsecondary
Vocational Institutions Program, DNP/OVAE
U.S. Department of Education
Switzer Building, Room 4523
330 C Street, S.W.
Washington, D.C. 20202-7242
(202) 205-5680
(202) 205-8793 (Fax)
roberta_lewis@ed.gov

TRIBALLY CONTROLLED POSTSECONDARY VOCATIONAL INSTITUTIONS

Crownpoint Institute of Technology Project. This project provides Navajo and other students vocational skills training in the following programs: veterinary technician, accounting, electrical trades, carpentry, administrative assistant, computer technology, diesel/auto mechanics, building maintenance, natural resources, culinary arts, environmental technology, legal advocate, and nursing assistant. Contact: James M. Tutt, Crownpoint Institute of Technology, Box 849, Crownpoint, New Mexico 87313, Telephone: (505) 786-4100, Fax: (505) 786-5644, Award Period: June 1996-May 2001.

United Tribes Technical College Project. This project provides state-of-the-art vocational training for students. Funding for this program include the following: fiscal management, personnel management, research and development service, facilities and personnel, admissions processes, placement services, student and staff security and safety, replacement and upgrading of training equipment, expansion of personal/social counseling capability, completion of minor repairs and replacement of appliances in student housing, protection of buildings, acquisition of needed materials, and renovation of campus building. Contact: Bennett Yellow Bird, United Tribes Technical College, 3315 University Drive, Bismarck, North Dakota 58504, Telephone: (701) 255-3285, Fax: (701) 255-1844, Award Period: July 1996-May 2001.

PART II

WHERE TO OBTAIN DOCUMENTS AND OTHER PRODUCTS

WHERE TO OBTAIN DOCUMENTS AND OTHER PRODUCTS

Adult Learning and Literacy Clearinghouse
U.S. Department of Education
Division of Adult Education and Literacy
Office of Vocational and Adult Education
Washington, DC 20202-7240
Fax: (202) 205-8973

Correctional Education Association (CEA)
4380 Forbes Boulevard
Lanham, Maryland 20706
(301) 918-1915
Fax: (301) 918-1900

Criminal Justice Institute
Spring Hill West
West Salem, New York 10590
Telephone: (914) 533-200

Division of National Programs
Office of Vocational and Adult Education
U.S. Department of Education
330 C. Street, SW, Room 4512
Washington, DC 20202-7242
Telephone: (202) 205-9650, (202) 205-9358

Educational Research Information Center (ERIC)
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-6289
Telephone: (202) 357-6289
Fax: (202) 357-6859

National Center for Research in Vocational Education
2030 Addison Street, Suite 500
Berkeley, CA 94720-1674
Telephone: 1-800-762-4093/1-800-637-7652
Fax: (510) 642-2124
email: ccollins@uclink.berkeley.edu
<http://vocserve.berkeley.edu>

WHERE TO DOCUMENTS AND OTHER PRODUCTS

National Institute for Literacy
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20006
1-800-228-8813

National Institute of Corrections
Information Center
1790 30th Street #130
Boulder, Colorado 80301

National School to Work Office
400 Virginia Avenue, SW
Suite 210
Washington, DC 20024
Telephone: (202) 401-6222

National Skill Standards Board
1441 L Street, NW
Suite 9000
Washington, DC 20005-3512
Telephone:(202) 254-8628
Fax: (202): 254-8646
internet:<http://www.nssb.org>

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U. S. Department of the Interior
Bureau of Indian Affairs
Office of Public Affairs
1849 C Street, NW
Washington, DC
Telephone: (202) 208-3711

WHERE TO FIND DOCUMENTS AND OTHER PRODUCTS

Training Technology Resource Center (TTRC)
U.S. Department of Labor
200 Constitution Avenue, NW
Room N6507
Washington, DC 20210
www.ttrc.doleta.gov/skillstd

U.S. Department of Education website

Website - <http://www.ed.gov/>. This site provides information about the president's and secretary's priorities; funding opportunities, student financial assistance, research and statistics, news and events, programs and services, publications and products, ED offices and budgets, year 2000 (computers) and other sites.



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